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ABSTRACT

This report identifies specific goal-oriented interventions that must be undertaken if Latinos in Orange County (California) are to take advantage of the county's economic prosperity. Orange County Latinos are emerging as a rapidly growing, diverse, and youthful sector of the population. The Latino population is clustered in the older neighborhoods near Los Angeles, which have been abandoned by White residents in the process of suburbanization. Latinos comprise 15 percent of the county's population but 30 percent of its poor, and the Latino unemployment rate is twice that of Whites. The median family income of barrio residents is $28,688 compared to that of $43,857 for non-barrio residents. The median educational level of Latino barrio residents is 7.6 years compared with an average of 13.2 years for White non-barrio residents. Lainos are overrepresented among operatives and laborers and underrepresented among executives and professionals. Although Latino school enrollment increased by 63 percent over the past decade, Latinos represent only 4.6 percent of all public school teachers. Information was gathered from a detailed demographic review, a telephone survey of 400 Latinos, a mail survey of 87 Latino community leaders, and a series of focus group discussions. The following primary funding goals were given top priority: (1) improve levels of educational attainment; (2) foster economic opportunities for entrepreneurship and occupational advancement; (3) promote the availability of a broad range of health services; and (4) increase levels of civic and political involvement. Program strategies are suggested for each goal. Statistical data are presented on 91 tables and 10 graphs. (FMW)

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At the Crossroads of Poverty and Affluence: A Latino Funding Agenda for Orange County

The Orange County Latino Assessment Study

Full Report

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At the Crossroads of Poverty and Affluence: A Latino Funding Agenda for Orange County

The Orange County Latino Assessment Study
Full Report

Edited by
Elizabeth R. Forsyth,
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A Tomás Rivera Center Working Paper

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STUDY SUMMARY

Orange County is changing, and changing rapidly. No longer do the citrus groves stretch as far as the eye can see. Shopping malls, housing developments, and traffic tie-ups are far more typical. Undoubtedly the county has enjoyed tremendous growth and prosperity, primarily in the past twenty years. Most notably, the region has one of California's highest per capita levels of income, second only to that of Marin County, and one of the most expensive housing markets in the nation.

Orange County's affluence is largely due to its move from an agricultural to a diverse industrial economy and to its related population growth. Indeed, Orange County has been largely transformed by the successive waves of inmigration, immigration, development, and suburbanization that have occurred since World War II. Because the transformation initially began in the northern portion of Orange County (in areas adjacent to Los Angeles County), the bulk of the population resides there. The density of the population tapers off sharply as one moves south to San Clemente and the San Diego County line.

Orange County's growth initially spawned the creation of a bedroom community for a rapidly growing, multicultural Los Angeles. To a significant extent, the pattern of growth was given impetus by White flight: the Latino population is now clustered in the older, north-central neighborhoods, which have been abandoned by White residents.

Orange County Latinos are emerging as a rapidly growing, diverse, and youthful sector of the population, yet they are not sharing fully in the affluence so abundant within the county. Consider the following economic and social indicators of the status of Latinos in Orange County.

Economic Status

- Latinos make up 15 percent of Orange County's residents, but 30 percent of its poor.
- Although low by state and national standards, the 1980 unemployment rate for Latinos (and Blacks) was 6.8 percent, twice the rate of White unemployment.
- In 1987, the median family income of residents in barrios (areas with heavy concentrations of Latinos) was $28,688, compared with a median family income of $43,857 for non-barrio residents.

Social Status

- In 1980, the median educational level of Latino barrio residents was 7.6 years, compared with an average of 13.2 years for White non-barrio residents.

- Almost 30 percent of barrio residents are employed as operatives or laborers, compared with only 13.5 percent countywide. Conversely, only 13.4 percent of barrio residents are employed in executive and professional positions as opposed to almost 29 percent of the county as a whole.
- Between 1977 and 1987, Orange County Latino school enrollment increased 63 percent, yet Latinos represented only 4.6 percent of all public school teachers in grades K-12.

Recognizing the significance of these figures, the Tomás Rivera Center initiated the Orange County Latino Assessment Study (OCLAS) in 1988 to assess the needs and concerns of Latinos in Orange County and to establish an agenda for meeting those needs. The broad objective of the OCLAS study was to collect information to assist government and philanthropic agencies, as well as businesses, in identifying programs that benefit Latinos in Orange County. The emphasis was on discovering what the Latino community and its leaders feel are their biggest challenges and the best ways to meet them.

METHODOLOGY

The OCLAS study took place in four parts. The first consisted of a detailed demographic review and analysis of data obtained from CACI, Inc., a demographic research organization that updates the statistics collected by the U.S. Bureau of the Census. To enhance the available data, OCLAS staff adopted two approaches. First, they presented data by subregional categories (north, central, west, and south) rather than by the county as a whole. Second, they differentiated barrio and non-barrio areas of Orange County, which were defined by the density of the Latino population. This demographic profile, which is presented in chapter 1 of this report, provided the background for the activities that followed.

The second undertaking, reported in chapter 2, involved a phone survey of 400 Latinos in Orange County. The participants were randomly selected: 320 lived in the heavily populated areas of Costa Mesa, Tustin, Foothills, Orange, Anaheim, and Yorba Linda, and 80, who were interviewed two months later, lived in the remaining areas of Orange County. The purpose of this survey was to identify the concerns and needs of the Latino community itself.

The third part, a mail survey, asked leaders in the Latino community to identify problems, determine funding priorities, and recommend funding sources. The 120 leaders who received questionnaires were nominated by Latino organizations in Orange County. Of these, 87 completed and returned their surveys. Chapter 3 covers their responses.

The fourth and final activity of the OCLAS study, presented in chapter 4, was a series of structured, focus group discussions in which leaders identified and refined funding priorities and strategies to meet the distinct needs of Orange County's Latinos. A total of 29 individuals who had participated in the leadership survey participated in three focus groups, which met for three hours each. Care was taken to achieve a cross section of leaders, including labor representatives, educators, community advocates, entrepreneurs, human services delivery executives, elected and appointed officials, and law enforcement and government employees.

Only the focus groups gave the participants an opportunity (1) to assess the 'big picture' of needs and priorities in Orange County's Latino community and (2) to determine goals and priorities for funding. The focus group activity allowed the leaders to examine their views and compare them with those of community residents. In the process, they sought to reconcile differences between their priorities. For example, discrimination and language ranked among the top ten priorities of the community residents, but were absent from the top priorities of the leadership. Upon examining this discrepancy, the leadership reasoned that discrimination, as the root cause of many problems, crosscuts all the issue areas and thus requires programmatic solutions appropriate to each area. Similarly, the leadership viewed language as a subissue under education and employment and recommended a variety of education, skill development, and job training programs to deal with the problem of language.

Although the focus groups identified ten funding priorities, they viewed four as of primary importance. In order of priority, these [illegible] the following:

- Education
- Economic Development
- Health Care
- Political Participation

These discussions produced a funding agenda that specifies program strategies for each of the four primary priorities. The six remaining priorities -- ranked secondary in importance and therefore dependent on progress in the leading priorities -- were integrated into the program strategies of the top four.

Finally, throughout the focus group activity, the leaders expressed a keen sense that Latinos must come to understand the economic, social, and political realities of their community. Equally essential is the development of partnerships, inside and outside the Latino community, to increase Latino participation in the mainstream of Orange County's daily life.

RECOMMENDATIONS

The OCLAS study recommends that the following program strategies be given top priority.

EDUCATION

Goal: To improve levels of educational attainment among Latinos

Program Strategies:

- Promote leadership development designed to enhance the accountability of the school system.
- Increase efforts to improve the quality and skills of teachers who work with Latino students.
- Increase outreach efforts to motivate parents' involvement in their children's education.
- Increase adult education programs that address the problem of adult illiteracy.
- Institute dropout prevention programs at the lower grade levels.
- Develop and strengthen the counseling skills of personnel who advise Latino students and parents about curricular choices.
- Increase the availability of adequate bilingual education for language minority students.
- Increase early intervention programs designed to improve student achievement.

ECONOMIC DEVELOPMENT

Goal: To foster opportunities for Latino entrepreneurship and occupational advancement

Program Strategies:

- Increase skill development and job training programs to prepare Latinos for the changing job market.
- Support the development of Latino-owned businesses and of businesses in Latino communities.
- Support the development of technical assistance programs for existing Latino businesses.
- Increase the availability of information for Latino families regarding personal and business finance.
- Support education and training efforts that address barriers to the employment and promotion of Latinos.
- Promote the development of affordable housing by Latino enterprises.

HEALTH CARE

Goal: To promote the availability of a broad range of health services for Latinos

Program Strategies:

- Promote the study and analysis of options to paying for the health care of Latinos who are indigent or uninsured.
- Support efforts to train and prepare change agents to deal with Latino health delivery problems.
- Develop and support innovative approaches to deal with drug and other forms of substance abuse.
- Increase the availability of early intervention and education programs and prenatal care for Latinas.

POLITICAL PARTICIPATION

Goal: To increase levels of civic and political involvement in the Latino community

Program Strategies:

- Increase voter registration and civic education efforts among Latinos.
- Promote leadership development designed to increase the participation of Latinos in the political process.
- Promote community organizations that foster local efforts to improve neighborhood conditions.
- Provide Latino agencies with the training and technical capacity to gather and evaluate information affecting their communities.

CONCLUSION

By virtue of its growth and financial prosperity, Orange County has clearly come of age. However, it has also reached the crossroads at which critical decisions must be made. Unless significant goal-oriented interventions are undertaken in the near future, Orange County's Latinos may never achieve their share of the affluence and never realize their deepest individual and communal aspirations. So great is the need that a broad-based, multi-level effort must be launched.

Orange County cannot afford the luxury of a wait-and-see approach to resolving problems in its Latino community. Doing so in other regions of the country has resulted in too little, too late and produced situations in which catch-up is almost impossible. The challenge to Orange County is clear.

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The OCLAS study was executed in its entirety by the Tomás Rivera Center under the direction of its president, Dr. Arturo Madrid. Dr. Ernesto Ballesteros was its principal investigator; Mr. Rafael Magallán and Dr. Julie Solis were its codirectors. Dr. Leobardo Estrada served as technical advisor to the study. Ms. Pamela Wright and Ms. Maura Harrington provided staff support.

Moreover, a policy review group provided input that was valuable throughout the activities of the OCLAS study. The Center thanks Dr. Silas Abrego, Dr. Dennis Berg, Dr. Al Flores, Dr. Manuel Gómez, and Mr. Rusty Kennedy for their involvement in the policy review group. Others who gave valuable assistance were Ms. Cecilia Sandoval and Mr. Richard Díaz, who structured and implemented the focus group activity.

Finally, the Center wishes to thank the persons who participated in the community household survey, the leadership survey, and the focus groups. Their input made this study possible.

CHAPTER 1.
ORANGE COUNTY LATINO COMMUNITY PROFILE
by Ernesto Ballesteros

This chapter presents the results of the first phase of the OCLAS study: a selective, demographic analysis of the Latino population in Orange County, California. To do so, it used specific background characteristics to provide a broad overview of this dynamic and fast-growing constituency. Data were taken primarily from the U.S. Bureau of the Census with other sources cited, when appropriate, in the report's tables and graphs. Updated census information was obtained from CACI, Inc., a well-regarded demographic research organization. Its Supersite Report System produces reports (at the county or municipal level) on a variety of population characteristics and includes a Hispanic Profile Report. However, because census updates for Latinos are limited to population size, family income, and age, most of the information in the CACI Hispanic report was taken from the 1980 census.

To facilitate the use of these data by policymakers, the staff of the Orange County Latino Assessment Study incorporated two significant approaches. One was to present data by regional categories. In these analyses, the county was divided into four regions: north, central, west, and south. In some discussions, the first three regions were referred to as North Orange County and the southern region as South Orange County.

The second approach was to base the analysis on the geographic areas termed barrio and non-barrio. The majority of reports and information that are available on Latinos assumes that this segment of the population constitutes a homogeneous group. Contrary to this notion, this community profile distinguishes between Latinos who live in economically depressed barrios or colonias and those who are integrated into non-barrio residential areas of Orange County. The underlying premise is that Latinos who live in barrios have background characteristics sufficiently different from those of non-barrio Latinos to warrant special programs to meet their needs.

Census data are not available at the barrio level from the Bureau of the Census, which does, however, publish data on census tracts with at least 400 persons of Spanish origin. OCLAS researchers concluded that this level of analysis does not control for the density of the Latino population in different tracts and thus mixes high-density tracts with low-density ones. To address this dilemma, OCLAS researchers defined barrios as census tracts in which Latinos represent at least 25 percent of the population.

The information in this community profile provides a basis for understanding the size, growth, distribution, and status of the Orange County Latino population. The selection of data was intentional, since the purpose is to provide decision makers with facts relevant to specific public and private policies. Although some of the statistics are commonly known, the data are presented in previously unavailable formats.

The major findings of this profile of the Latino community in Orange County are as follows.

- In 1980, 14.8 percent of the Orange County population was Latino. The total county population was nearly two million, with Latinos numbering more than 285,000.
- Latinos reside primarily in the central and northern regions of the county, mainly in Santa Ana, south Fullerton, and Anaheim. Although Latinos make up only 25 percent of the population in the central region, almost 42 percent of all Latinos in the county reside there.
- During the first half of the decade, the population of Orange County grew 10.1 percent, whereas the Latino population increased 17 percent. One of every four new residents was Latino.
- About half of Orange County Latinos, or 133,720, live in barrio areas. Current barrios are limited in their potential for growth due to saturation, and county growth is predicted to occur in the less urbanized areas. Therefore, future trends point to a growing dispersion of Latinos from barrio areas.
- Orange County Latinos consist of descendants and immigrants from Mexico, Central America, the Caribbean, South America, and Spain. The majority -- 81.2 percent -- is of Mexican origin.
- Seventy-seven percent of Latinos 18 years of age and older speak Spanish in the home, and 37 percent speak English poorly or not at all. Almost 60 percent of Latinos 5 to 17 years of age speak Spanish in the home, while 23 percent in this age group speak little or no English.
- In 1980, the median age for all county residents was 29.5 years compared with 27.8 years for Latinos. The youthfulness of the Latino population has numerous economic and educational implications.
- Overall student enrollment in Orange County public schools has declined in the last ten years. However, the number of Latino and Asian students has increased.
- Although Latino student enrollment has increased 63 percent in the past decade, the recruitment of Latino teachers is lagging. By 1987, Latinos represented only 4.6 percent of all teachers in the county's public schools.
- In 1980, the median education level for Latino barrio residents was 7.6 years, compared with an average of 12.5 years for Latino and 13.2 years for White non-barrio residents.
- Disproportionately large numbers of Orange County Latinos have incomes below $25,000. In 1980, the average family income for the general population was $29,895,

and the median was $26,652. For Latinos these figures were $21,991 and $19,224, respectively.

- In 1980, the county's unemployment rate for persons over the age of 15 was 4.1 percent. The rate of unemployment for Whites was 3.6 percent, while that for Latinos was almost double -- 6.8 percent.
- In the barrios almost 30 percent of the work force (16 years of age and older) consists of operators or laborers, while only 13.5 percent of workers countywide are in these occupational categories. Conversely, twice as many professional and technical persons live in non-barrios as in barrios.

DEMOGRAPHIC PROFILE

Overview

Orange County is located in Southern California between Los Angeles and San Diego counties. Incorporated in 1889, it now encompasses an area of 782 square miles from the Pacific Ocean to the Santa Ana Mountains. Common usage divides the area into North and South Orange County. North Orange County is further divided into three regions: north, central, and west; and a single southern region forms South Orange County.

By the beginning of the twentieth century, the economic base of the county was being transformed from agriculture to industry. Key events that spurred this development were the discovery of oil around Huntington Beach, the growth of the aerospace industry on the Irvine ranch, and the opening of Disneyland. Prosperity within Orange County has been most evident during the past twenty years, and today the vast number of industries is lead by manufacturing and retail firms. The county also has one of the highest average housing costs in the nation.

The Orange County population has been growing steadily since the 1960s when the Los Angeles metropolitan area began to expand (see table 1.1). By the year 2000, the population is expected to have increased almost 80 percent from its size in 1970. From 1970 to 1980, the population increased 36 percent, a larger increase than that projected for any decade through the year 2000. Between 1980 and 1987 (the most current year for which data are available), the population increased 13 percent. By 1990, the 1980 population is projected to have increased 18 percent, and by the year 2000, it will have increased 12 percent.

Latinos have been present in Orange County since the late eighteenth century when Father Junípero Serra founded the San Juan Capistrano Mission. Latinos established ranchos and built adobe homes beginning early in the nineteenth century. During the 1980s, the Latino population increased more than the general population. From 1980 to 1985, the county population increased 10 percent whereas the Latino population increased 17 percent.

Table 1.1. Orange County Population, 1970-2000

Year	Population
1970	1,420,678
1980	1,932,709
1987	2,181,661
1990	2,272,122
2000	2,537,769

Note: The data for 1987, 1990, and 2000 are estimates. The 1970 and 1980 figures are from the 1980 U.S. census.

Source: CACI, *Population 2000 Report*, 1987.

The racial and ethnic composition of the Orange County population is shown in table 1.2. Latinos are by far the largest minority group in Orange County. Latinos represent nearly 15 percent of the total population, the next largest minority being Asians. By 1990, Latinos are expected to comprise an even larger proportion of the population because their growth rate exceeds that of the county as a whole.

Table 1.2. Orange County Population, by Race or Ethnicity, 1980

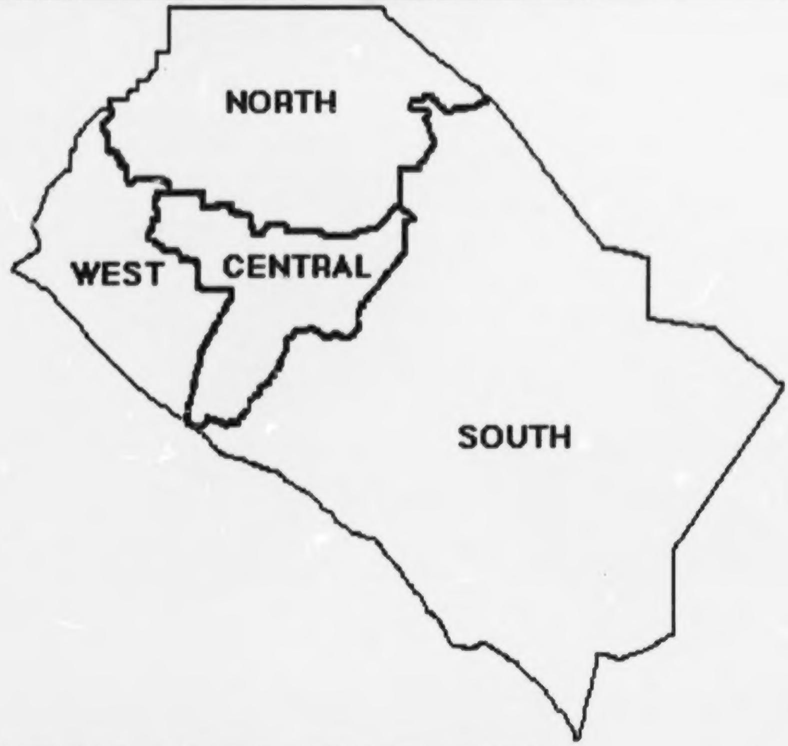
Race or ethnicity	Number	Percent
White, non-Latino	1,510,698	78.2
Black, non-Latino	24,411	1.2
Latino	286,339	14.8
Asian, Pacific Islander, non-Latino	81,072	4.2
Other, non-Latino	30,189	1.6
Total	1,932,709	100.0

Source: Orange County Board of Supervisors, *1980 Census Report, Selected Population Characteristics*, vol. 3A, March 1982.

Population of Orange County, by Region

In North Orange County, 23 cities comprise the central, northern, and western regions. In South Orange County, 14 cities form the southern region. The regions and their cities are shown in figure 1.1.

Figure 1.1. Map of Orange County, by Region



Source: United Way of Orange County, *Orange County Needs Assessment*, 1986.

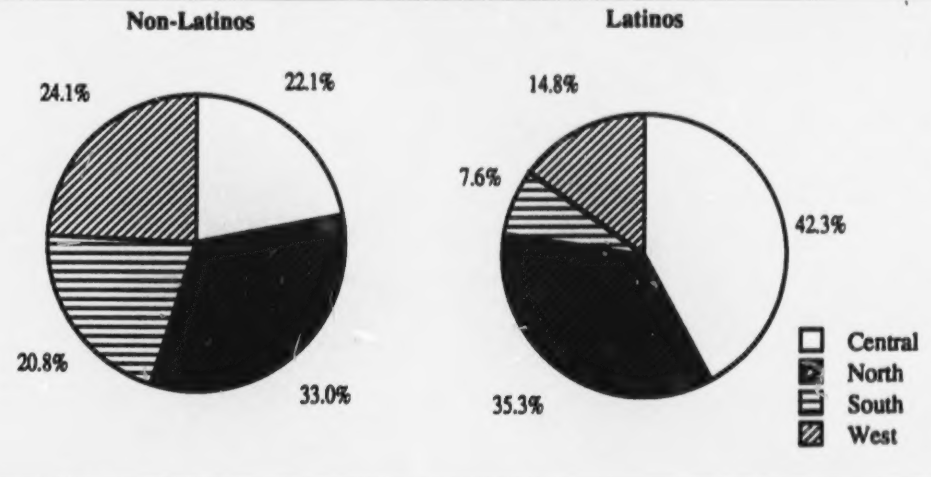
	North Orange County Regions
Central:	Costa Mesa, Garden Grove, Santa Ana, Tustin
North:	Anaheim, Brea, Buena Park, Fullerton, La Habra, Orange, Placentia, Villa Park, Yorba Linda
West:	Cypress, Fountain Valley, Huntington Beach, La Palma, Los Alamitos, Midway City, Rossmoor, Seal Beach, Stanton, Westminster
	South Orange County Regions
South:	Capistrano Beach, Dana Point, El Toro, Emerald Bay, Irvine, Laguna Beach, Laguna Hills, Laguna Nigel, Mission Viejo, Newport Beach, San Clemente, San Juan Capistrano, Silverado, South Laguna

Over 80 percent of the county's residents live in North Orange County, with the largest proportion, 33 percent, residing in the northern area and approximately 24 percent each living in the central and western areas. Slightly less than 20 percent of the population is in the southern region.

Residence of Latinos, by Region

The non-Latino population is fairly evenly distributed across the county, with the largest proportion residing in the northern region (see figure 1.2). In contrast, the Latino population is heavily concentrated in the central region and to a somewhat lesser degree in the northern part of the county. Only 7.6 percent of Latinos live in the southern region as opposed to 20.8 percent of non-Latinos.

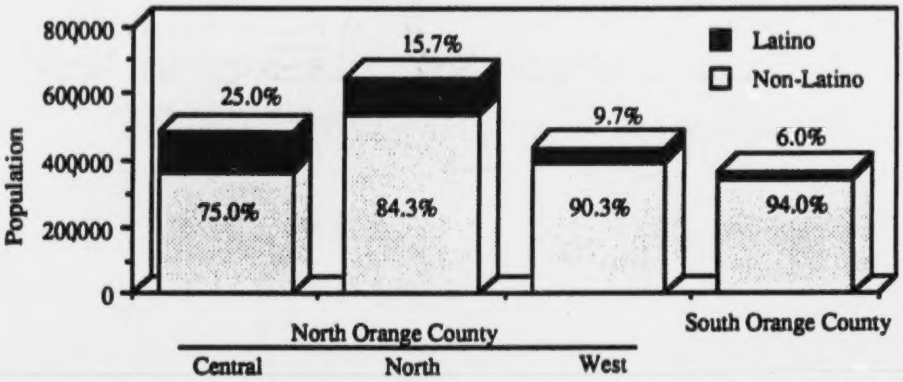
Figure 1.2. Residence of Latinos and Non-Latinos in Orange County, by Region, 1980



Source: CACI, 1987.

A second view of the geographic distribution of Latinos is offered in figure 1.3, which compares the percentages of Latinos and non-Latinos in each region of the county. Latinos are most noticeable in the central region of the county where they constitute 25 percent of the population. In the northern region, Latinos account for nearly 16 percent of the population. In contrast, in the west and south, non-Latinos represent more than 90 percent of the population.

Figure 1.3. Distribution of Latinos and Non-Latinos within Regions, 1980



Source: CACI, 1987.

Latino Population Growth, 1980-85

The population of Orange County grew by more than 195,000 residents between 1980 and 1985, and approximately 48,000 of those persons were Latino (see table 1.3). While the county experienced a population growth of 10.1 percent during the period, the Latino population grew by 16.8 percent, or more than one and one-half times the county total.

Table 1.3. Growth of Latinos in Orange County, by Region, 1980-85

Area	1980	1985 (estimate)	Growth (percent)
Central	119,765	143,696	20.0
North	100,518	116,104	15.5
West	43,833	49,240	12.3
South	22,223	25,252	13.6
County total	286,339	334,292	16.8

Source: Office of Research, Orange County Hall of Administration, 1987.

Latinos make up one of every six county residents, but account for one of every four new residents since 1980. The central and northern regions, which already have the greatest numbers of Latinos, are also the regions with the greatest population growth.

Orange County Population Growth, 1970-2000

Estimates point to a decline in the annual growth rate for the county from that of the decade between 1970 and 1980. This is particularly true for the more established neighborhoods, which have become saturated. Although forecasts are limited by uncertainties (including immigration, net migration, and growth controls), indications are that future growth will be in the urban fringe, which has a lower proportion of Latinos.

Figures in table 1.4 show that 46.7 percent of Orange County Latinos, or 133,758 persons, lived in barrios in 1980. In 1980, 59 of 459 census tracts within the county were 25 percent or more Latino. When mapped out, the majority of these tracts were bordering others with the same proportion of Latinos, thus forming large, multi-tract Latino areas. The tracts were found principally in Santa Ana, south Fullerton, and Anaheim, all located in the central and northern regions. In the western region, only three census tracts in Stanton were 25 percent or more Latino. None of the tracts in the southern region qualified as a barrio. Points of interest regarding Latinos in barrios include the following:

- Fourteen percent of the total population reside in barrios, whereas nearly 47 percent of Latinos do so.
- Both past and expected growth are significantly lower in barrios than in non-barrios.

Table 1.4. Population Growth in Orange County, by Barrios and Non-barrios, 1970-2000

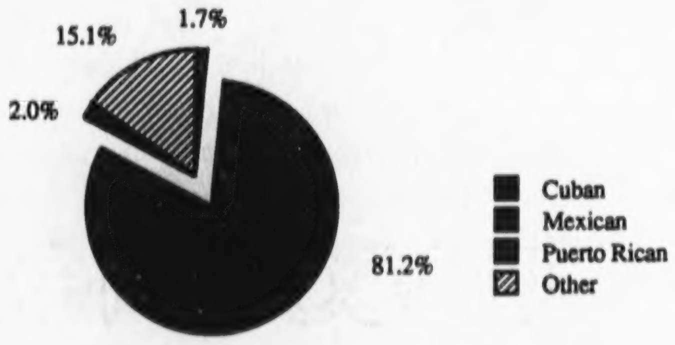
	County total	Non-barrios	Barrios
Latinos in 1980	286,339	152,581	133,758
As percent of all county residents	14.8	9.2	48.0
As percent of all county Latinos	100.0	53.3	46.7
All residents			
1980	1,932,709	1,653,851	278,858
1987 (estimate)	2,181,661	1,876,836	304,825
1990 (forecast)	2,272,122	1,958,910	313,191
2000 (forecast)	2,537,769	2,203,414	334,355
Percent growth			
1970-80 (actual)	2.1	3.3	1.9
1980-87 (actual)	1.8	1.8	1.3
1987-90 (forecast)	1.4	1.4	0.9
1990-95 (forecast)	1.2	1.3	0.8
1995-2000 (forecast)	1.0	1.1	0.6

Source: CACI, 1987.

Latino Subgroups

Latinos comprise an ethnic group rather than a racial category. Orange County Latinos consist of descendants and immigrants from Mexico, Central America, the Caribbean, South America, and Spain. The vast majority (81.2 percent) are Mexican origin, 2.0 percent are Puerto Rican, and 1.7 percent are Cuban (see figure 1.4). According to the 1980 census, approximately 4 of every 10 Latinos in Orange County are foreign-born.

Figure 1.4. National Origin of Latinos in Orange County, 1980



Source: CACI, 1987.

Language Characteristics of Latinos

Table 1.5 presents data on language use at home and English proficiency of Latinos under 18 and those 18 and over who speak Spanish at home. Because they were collected in census tracts with 400 or more Latinos, these data represent more than 99 percent of all Latinos regardless of geographic distribution. Most striking is the high proportion of both age groups who speak Spanish at home. Yet among the Spanish speakers, approximately one-fourth of those under 18 and two-fifths of those 18 and over do not speak English well or at all.

Table 1.5. Home Language Use and English Proficiency of Latinos in Orange County, 1980

(Percentages)

Use and proficiency	5-17 years (n=76,326)	18+ years (n=176,090)
Speak English	41	23
Speak Spanish	59	77
Do not speak English well or at all	23	37

Source: U.S. Bureau of the Census, *Social and Labor Force Characteristics of Spanish Origin Persons*, table P-20, 1980. Data base consisted of census tracts with 400+ Latinos (305 tracts).

Gender Distribution of Latino and Non-Latino Populations

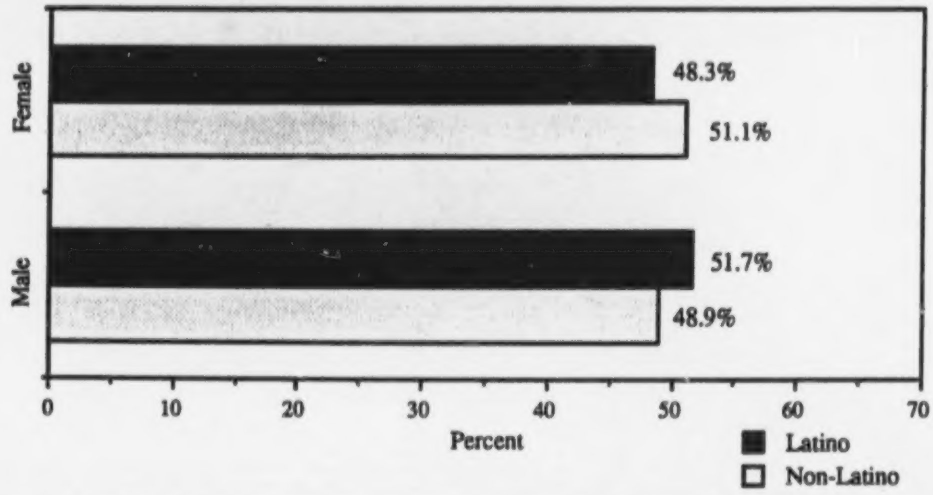
Classification by gender points to one distinctive characteristic of the Orange County Latino population (see figure 1.5). The non-Latino population has more females than males. By contrast, the Latino population has more males than females. The factors that contribute to this difference are not clearly defined. However, the gender variance may be related to selective migration and local job opportunities in industries such as construction and manufacturing that favor males.

Age Distribution, by Latinos and Non-Latinos

The median age of the Orange County population is 29.5 years, while it is 27.8 for Latinos. Latinos have larger concentrations in the preschool and school-age categories than do other segments of the population (see figure 1.6). Conversely, Latinos comprise a smaller proportion of working-age adults and a very small proportion of the elderly. Latinos are therefore more visible within the schools than in the workplace or at senior citizen centers.

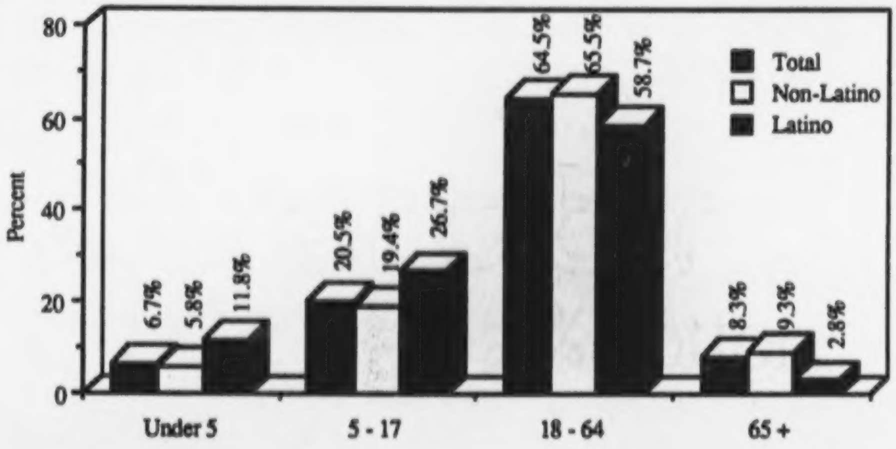
The age differentials shown in figure 1.6 have ramifications for both the schools and the economy of the county. The age distribution of the Latino population, now and in the near future, places needs related to education, income, and a local economic base in the forefront of the areas requiring attention from policymakers. Further, as the Latino population ages, services for the elderly will increase in importance.

Figure 1.5. Gender of Latinos and Non-Latinos in Orange County, 1980



Source: CACI, 1987.

Figure 1.6. Age Distribution of Latinos and Non-Latinos in Orange County, 1980



Source: CACI, 1987.

Student Enrollment Trends in Orange County Schools

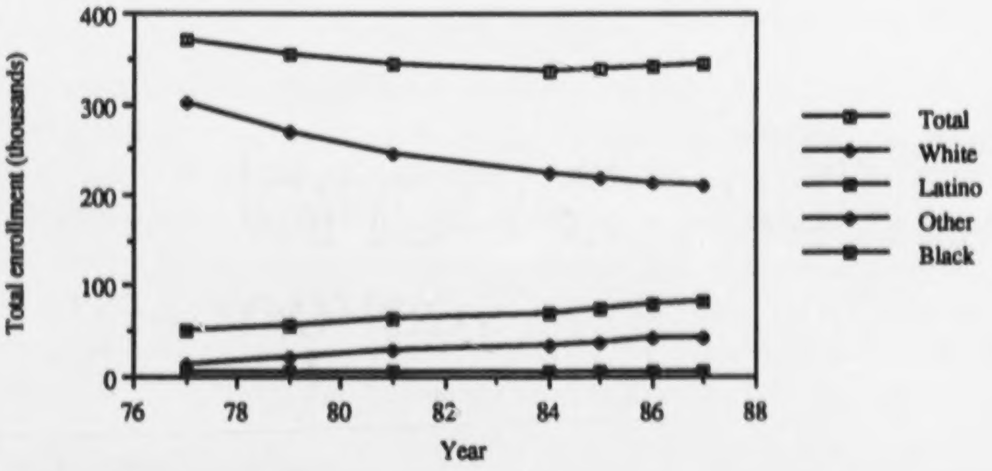
Total student enrollment in Orange County schools has declined over the past ten years (see figure 1.7). The drop is largely due to the loss of White students because the number of Latino and Asian students has sharply increased, while that of Black students has increased slightly.

- Between 1977 and 1987, White enrollment dropped by 90,329 students, a 30 percent decline.
- During the same period, Latino enrollment grew by 31,906 students, a 63 percent increase.
- Asian enrollment grew by 27,765, or 210 percent.
- Black enrollment grew by 1,506, or 30 percent.
- Although county schools lost 90,329 White students during this time period, they gained 61,177 minority students, producing a net loss of 29,152.

During the period 1977-87, regional differences in enrollment were also evident.

- Schools in the northern and western regions experienced a steady decline in student enrollment as White enrollment rates dropped. Minority enrollment increased somewhat, but not enough to compensate for the overall losses.
- Enrollment rates were stable in the central region because Latino and Asian students were replacing White students.
- Student enrollment in South Orange County grew by 11,000.
- The increase in South Orange County was 27 percent Latino, 27 percent White, 40 percent Asian and Pacific Islander, 3 percent Black, and 3 percent other.

Figure 1.7. Student Enrollment Trends in Orange County Schools, by Race or Ethnicity, 1977-87



Source: Orange County Office of Education, 1988.

The trends described above have changed the demographic makeup of Orange County schools. Although the changes described in table 1.6 have occurred most markedly in the central region where Latinos constitute nearly one of every two students, the effects are being felt in all regions, including the south.

Table 1.6. Racial and Ethnic Composition of Orange County Schools, 1977 and 1987

(Percentages)

Race or ethnicity	1977	1987
Asian	4	12
Black	1	2
Latino	14	24
White	81	61

Source: Orange County Office of Education, 1988.

Latino Teacher Representation in Orange County Schools

Despite dramatic increases in Latino student enrollment in Orange County, the recruitment of Latino teachers is lagging (see table 1.7).

- By 1987, Latinos represented only 4.6 percent of all teachers in K-12 public schools.
- In the central region, which has the largest increases in numbers of Latinos, the proportion of Latino students and teachers is 47 percent and 7.4 percent, respectively.
- Laguna Beach Unified is the only district that has achieved parity between Latino students and teachers.

Educational Attainment of Adults, by Race or Ethnicity

In Orange County, the pattern of educational attainment of Latinos contrasts sharply with that of Black and White residents (see table 1.8). In 1980, 38 percent of Latinos completed only eight years of schooling or less, and slightly less than 25 percent graduated from high school. In contrast, only 8 percent of Blacks and of Whites completed elementary school and slightly more than 30 percent graduated from high school. At the upper educational levels, approximately 20 percent of Black and of White residents are college graduates compared with only 8 percent of Latinos. The low levels of educational attainment among Latinos have implications for literacy, employment, income, consumer education, and other areas.

Table 1.7. Latino Students and Teachers in Orange County Schools, by Region, 1977 and 1987

(Percentages)

School district	Latino teachers 1987	Latino students 1977	Latino students 1987
Central	7.4	26	47
Garden Grove Unified	2.4	15	28
Santa Ana Unified	14.0	54	75
Tustin Unified	0.7	5	12
North	4.7	14	24
Anaheim City Elementary	6.0	22	46
Anaheim Union High	3.2	11	24
Brea-Olinda Unified	1.7	12	16
Buena Park Elementary	3.2	20	28
Centralia Elementary	1.8	14	18
Fullerton Elementary	3.9	17	26
Fullerton Joint Union High	2.9	12	21
La Habra City Elementary	9.7	29	45
Magnolia Elementary	1.4	16	26
Orange Unified	5.5	10	18
Placentia Unified	6.2	14	16
Savanna Elementary	2.8	16	23
Yorba Linda Elementary	4.3	5	10
South	3.2	5	8
Capistrano Unified	3.7	8	9
Irvine Unified	3.9	5	5
Laguna Beach Unified	5.7	2	5
Newport-Mesa Unified	2.8	4	14
Saddleback Valley Unified	2.2	5	6
West	2.3	7	10
Cypress Elementary	2.4	11	15
Fountain Valley Elementary	2.3	5	7
Huntington Beach City Elementary	1.8	4	9
Huntington Beach Unified	3.5	6	8
Los Alamitos Unified	2.9	5	7
Ocean View Elementary	1.8	8	10
Westminister Elementary	3.4	12	20

Source: Orange County Office of Education, 1988.

Average Family Income Distribution in Orange County

Orange County Latinos are overrepresented in the lower income levels (below $25,000 per year; see figure 1.8). The average family income for the entire county in 1980 was $29,895, while the median income was $26,652. For Latinos, the average was $21,991 and the median was $19,224.

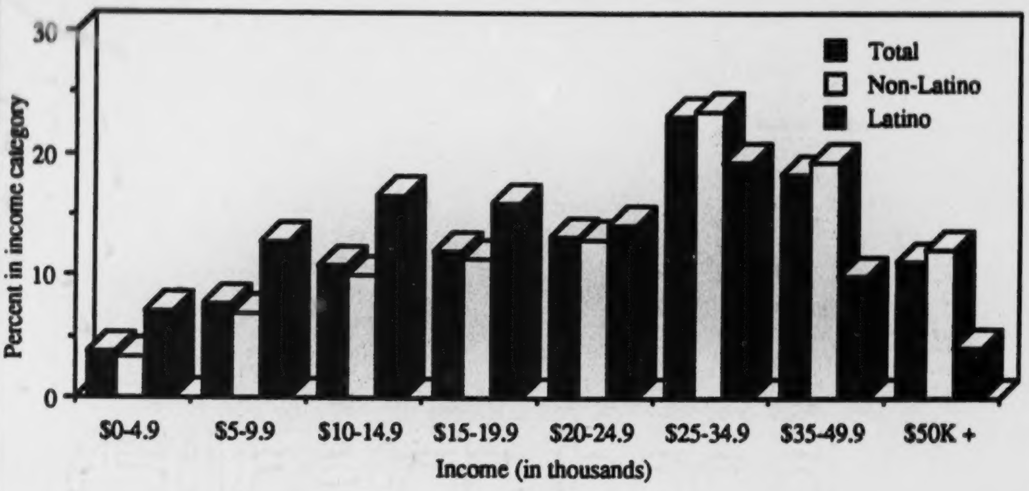
Table 1.8. Educational Attainment of Persons Aged 25 or More, by Race or Ethnicity, 1980

(Percentages)

Level	White	Black	Latino
Elementary	8	8	38
Some high school	9	10	14
High school graduate	33	31	24
Some college	27	31	16
College graduate	23	20	8

Source: U.S. Census, 1980.

Figure 1.8. Income of Latino and Non-Latino Families in Orange County, 1980

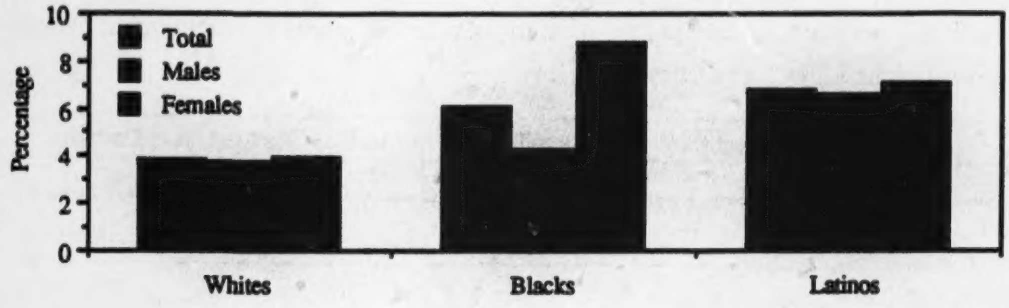


Source: CACI, 1987.

Unemployment in Orange County, by Race or Ethnicity

In 1980, the unemployment rate for persons over the age of 15 was 4 percent in Orange County. The 6.8 percent unemployment rate among Latinos was almost double the White jobless rate of 3.6 percent (see figure 1.9). Admittedly, the Latino unemployment rate was low compared with state and national rates at that time. However, the Latino unemployment rate for Orange County should be viewed in the context of the tremendous rate of job growth within the county and the relatively low rate of unemployment for Whites.

Figure 1.9. Unemployment in Orange County, by Race or Ethnicity and Gender, 1980



Source: CACI, 1987.

COMPARISONS BETWEEN BARRIOS AND NON-BARRIOS IN ORANGE COUNTY

As discussed earlier, analyses were conducted not only according to county regions but also according to the barrio methodology. Essentially, census tracts whose populations were at least 25 percent Latino were compared with those that had lower Latino representation. Comparisons of select family characteristics, occupation, industry, and poverty are discussed below (see table 1.9).

Select Family Characteristics, by Barrios and Non-barrios

Generally speaking, income countywide increased substantially from 1980 to 1987. However, Latino incomes did not keep pace with that economic growth. Barrio residents earn substantially less income than non-barrio residents in Orange County. Latino families are larger, and consequently, a greater percentage of their income goes to meeting basic needs. Housing costs take a high percentage of available income. The prohibitive cost of housing outside the barrio contains Latinos in their neighborhoods. Barrio residents are also less likely to be carrying medical insurance, thus creating the additional out-of-pocket expense of medical services.

Occupational Status, by Barrios and Non-barrios

The types of occupations available in Orange County range from the executive and professional categories to the craft and laborer categories. Because occupational access relates to educational attainment, the differences in occupational status between barrio and non-barrio residents are not surprising. However, since some Latinos reside in non-barrios, table 1.10 draws more than a Latino and non-Latino comparison. These data also reflect the effects of education and training, therefore documenting the need for new access points to employment opportunities for portions of the Latino population.

Table 1.9. Characteristics of Families Living in Barrios and Non-barrios in Orange County, 1980-87

Characteristics	County total	Non-barrios*	Barrios*
Family income (median)**			
Latinos in 1980	$19,224	$22,441	$16,193
All residents			
1980	$25,938	$27,174	$18,065
1987	$41,721	$43,857	$28,688
1992 (forecast)	$48,898	$51,696	$33,303
Annual income growth (percent)	3.2	3.3	3.0
House or rental cost			
Percent renting in 1980	39.5	37.3	54.5
Median rent paid in 1980	$362	$372	$306
Rent as percent of household income	19.2	18.8	22.4
Median value of homes owned	$108,138	$113,862	$73,139
Average household size			
1980	2.78	2.72	3.14
1987	2.75	2.70	3.12
1992 (forecast)	2.74	2.69	3.10
Average family size			
1980	3.34	3.27	3.82
1987	3.33	3.26	3.81
1992 (forecast)	3.32	3.25	3.81
Likely to carry medical insurance (percent)	67.9	69.2	58.4

* Census tracts that are 25 percent or more Latino are referred to here as barrios; non-barrios consist of census tracts with less than 25 percent Latinos.

** Income varies; dollars reported here are not constant.

Source: CACI, 1987.

Industry Representation, by Barrio and Non-barrio Residency

Latino workers are often unable to respond to the demand structure because of barriers related to language, transportation, and skill or educational levels. The majority of barrio and non-barrio residents work in manufacturing and retailing, but there the parallel ends. Barrio residents are typically employed in the construction, recreation, and service industries, while non-barrio residents are more prevalent in the finance, education, and health fields (see table 1.11).

Table 1.10. Occupations of Persons Living in Barrios and Non-barrios in Orange County, 1980

Occupation	County total	Non-barrios	Barrios*
Executive	15.3	16.4	7.4
Professional	13.6	14.8	6.0
Technical	3.4	3.5	2.6
Sales	12.4	13.2	6.7
Clerical	17.6	18.0	14.7
Private	0.4	0.3	0.8
Service	10.7	10.3	13.1
Farming	1.2	0.9	3.3
Craft	12.1	11.5	15.8
Operator	10.1	8.2	22.9
Laborer	3.4	2.9	6.7

* Census tracts that are 25 percent or more Latino are referred to here as barrios; non-barrios consist of census tracts with less than 25 percent Latinos. Columns total 100 percent.

Source: CACI, 1987.

Poverty in Orange County, by Barrios and Non-barrios

Latinos comprise 15 percent of the county's population, but 30 percent of its poor. Poverty among Orange County Latinos is three times greater than among non-Latinos. In addition, Latino barrio residents are twice as likely to be living below the poverty line as Latinos living in non-barrio neighborhoods. Nevertheless not all non-barrio Latinos are leading an upwardly mobile suburban lifestyle (see figure 1.10).

Summary of Characteristics, by Barrios and Non-barrios

Latinos are generally a youthful population, particularly those living in barrios. In 1980, the median age for all county residents was 29.5 years compared with a median age of 27.8 years for the county's Latino population and 26.7 years for Latinos in barrios (see table 1.12). Latino barrio residents are expected to remain younger than the county population as a whole through 1992. In 1980, the median educational level of Latino barrio residents was 7.6 years compared with an average of 12.5 years for Latino non-barrio residents. Accordingly, barrio residents are more likely to be employed in low-skill occupations such as craft and service positions.

Barrio residents made substantially less income than non-Latinos in Orange County in 1980; yet Latino families are larger, and consequently a greater percentage of their income goes to paying rent, medical expenses, and other basic needs. In 1987 the average Latino family living in a barrio was 16.8 percent larger than the average family living in a non-barrio area, yet their median family income was 50.4 percent lower. Although income in the barrios increased 58.8 percent from 1980 to 1987, persons in non-barrio areas still had 52.9 percent more income than barrio residents in 1987. Thus, Latinos living in barrios have less income to support more individuals than do non-barrio Latinos, and twice as many live in poverty.

Table 1.11. Industry Representation, by Barrio and Non-barrio Residency, 1980

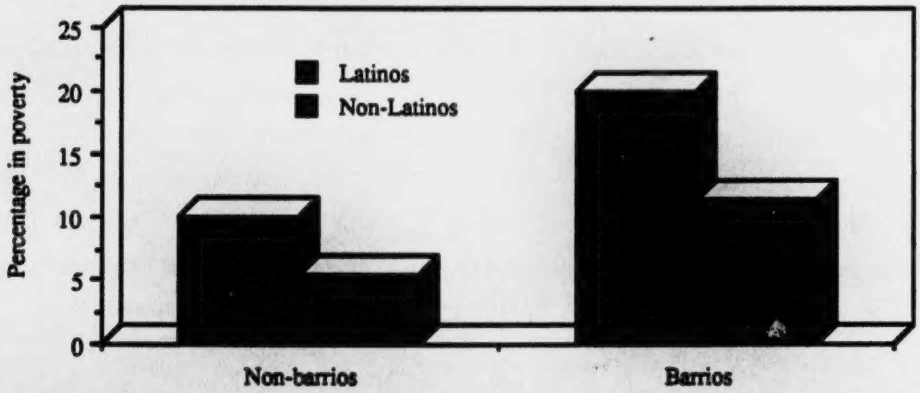
(Percentages)

Industry	County total	Non-barrios*	Barrios*
Agriculture	1.7	1.4	3.4
Communication	2.1	2.2	1.6
Construction	6.4	6.3	6.9
Education	7.0	7.4	4.2
Finance	7.9	8.4	4.4
Government	3.1	3.2	2.7
Health	6.0	6.2	4.8
Manufacturing	25.9	24.2	37.2
Recreation	4.3	4.2	5.4
Retailing	17.4	17.9	14.4
Service	5.5	5.5	5.1
Transportation	3.4	3.5	3.0
Wholesale	4.9	5.0	4.1
Other	4.4	4.6	2.8

* Census tracts that are 25 percent or more Latino are referred to here as barrios; non-barrios consist of census tracts with less than 25 percent Latinos. Columns total 100 percent.

Source: CACI, 1987.

Figure 1.10. Persons Living in Poverty in Barrios and Non-barrios in Orange County, 1980



Source: CACI, 1987.

Table 1.12. Characteristics of Persons Living in Barrios and Non-barrios in Orange County, Various Years

Characteristics	County total	Non-barrios*	Barrios*
Median age			
Latinos in 1980	27.8	28.7	26.7
All residents			
1980	29.5	30.4	25.6
1987	32.9	33.7	28.3
1992 (forecast)	34.9	35.7	30.4
Median education in 1980**			
Whites	12.99	13.2	12.3
Latinos	11.44	12.5	7.6
Blacks	13.05	13.8	12.6
Select occupations			
Craft	12.1	11.5	15.8
Operator	10.1	8.2	22.9
Professional	13.6	14.8	6.0
Sales	12.4	13.2	6.7
Service	10.7	10.3	13.1
Median family income			
1980	$25,938	$27,174	$18,065
1987	$41,721	$47,957	$28,688
Average family size			
1980	3.34	3.27	3.82
1987	3.33	3.26	3.81
1992 (forecast)	3.32	3.25	3.81

* Census tracts that are 25 percent or more Latino are referred to here as barrios; non-barrios consist of census tracts with less than 25 percent Latinos.

** For persons aged 25 years or more.

Source: CACI, 1987.

CONCLUSION

This profile of the Latino community in Orange County reveals striking differences in the characteristics of Latino and non-Latino residents. The contrasts become even more vivid when comparisons are drawn among county regions and barrios and non-barrios. Overall, Latinos have not fared as well as non-Latinos in Orange County. The county's growth and financial prosperity have not benefited the Latino community as much as the general population.

These data contribute to the base of knowledge regarding the current status of Latinos and trends in this growing sector of the Orange County population. As useful as this information is, these facts and figures do not address how Latinos perceive the impact of existing conditions and potential changes on their community. To understand the ramifications of these findings, the Tomás Rivera Center examined the Latino perspective from the standpoint of the community and its leadership. The opinions and concerns of Orange County Latinos are the focus of the following chapters, which report the subsequent activities of the Orange County Latino Assessment Study.

CHAPTER 2.
ORANGE COUNTY LATINO HOUSEHOLD SURVEY
by Ernesto Ballesteros

This chapter presents the findings of the community household survey that was conducted as part of the Orange County Latino Assessment Study (OCLAS). The broad objective of OCLAS was to obtain information to assist government and philanthropic agencies, as well as the business sector, in identifying programs to benefit Latinos in Orange County. This household survey was designed to identify the concerns and needs of the Latino community.

METHODOLOGY

Five scholars from the Tomás Rivera Center developed the survey questionnaire and used a targeted multi-level sample based on Spanish-surnamed "parent" phone numbers, which were purchased from a private vendor, to reach 400 Latinos in Orange County. In the first stage, 320 Latinos were surveyed in the county's northern region (see figure 1.1). In the second stage, an additional 80 surveys were conducted in the county's southern region. In both cases, the samples were selected to ensure a 95 percent confidence factor that the margin of error would be less than 4.5 percent.

The survey in the northern region was conducted between June 1 and June 30, 1988. The survey in the southern region was completed between August 1 and August 15, 1988. Two significant events may have influenced the opinions of respondents during those periods: the end of the amnesty application process and the presidential election primaries. Although it is not possible to factor out their effect on the study findings, these events were so broadly covered by the media that a comparable effect on all respondents is assumed.

BACKGROUND CHARACTERISTICS

All the respondents were of work-force age (16 years or older) -- with an overall average age of 36.8 years. The average age for men was 35.1 years, while women were slightly older, averaging 38.5 years. Latinos were likely to be married (67.1 percent), and only 10.6 percent were divorced, separated, or widowed. Men and women were equally represented in the sample (see table 2.1).

Fifty-eight percent of the households surveyed had children, and there were approximately 2.25 children (17 years of age or younger) per household. Fifty-five percent of the children were female, and the average age for both male and female children was 8.7 years.

Table 2.1. General Background Characteristics

Characteristic	Percent
Gender	
Male	49.4
Female	50.6
Marital status	
Married	67.1
Divorced	5.7
Separated	2.1
Widowed	2.8
Never married	22.3

Language Preference

The Latinos surveyed chose the language in which they wished to be interviewed. The majority (59 percent) preferred to be interviewed in Spanish, 35 percent preferred to be interviewed in English, and another 6 percent had no preference.

Table 2.2. Language Proficiency, by Language Preference

Proficiency	Prefers English, proficiency in Spanish	Prefers Spanish, proficiency in English
Very well	32.5	6.8
Well	30.1	18.6
Not very well	31.3	40.0
Not at all	6.1	34.6

Respondents with an expressed language preference were asked to evaluate their own proficiency in the other language (see table 2.2). Almost two-thirds of those who preferred English or had no language preference spoke Spanish *well* or *very well*, while only one-fourth of the respondents who preferred to use Spanish spoke English *well* or *very well.*

Language preference was further analyzed according to educational background. A significant[1] correlation exists between language preference and the amount of education completed. Preference for English or no preference at all were associated with completion of higher levels of schooling. Spanish was selected overwhelmingly by persons who had an eighth grade education or less (see table 2.3).

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[1] The term *significant* as used in this report refers to statistical significance. Statistical significance is determined by testing the statistical results for probability of occurrence. The test is whether a certain finding could occur by chance more than 5 percent of the time. If it could, then the finding would not be considered statistically significant.

Table 2.3. Language Preference, by Educational Attainment

Years completed*	Spanish	English	None
0 to 8	89.0	8.1	2.9
9 to 11	63.6	30.9	5.5
12	48.8	46.5	4.7
13 +	27.0	61.5	11.5

* Percentage in each educational category equals 100 percent.

Birthplace, Self-Identification, and Residency

Almost half of the respondents were born in Mexico, and one-third were native-born U.S. citizens (see table 2.4). However, two-thirds of the parents of the latter group were foreign-born. Unlike many Latinos in Los Angeles County, who came as refugees from Central America during the 1980s, Orange County Latinos came primarily from Mexico, the Caribbean, and South America. Of the total sample, 56.7 percent were not U.S. citizens (see table 2.5).[2] About 72 percent of the 227 non-U.S. citizens were residing legally in the United States. Only 4 percent of the non-U.S. citizens declined to give their residency status, and about 24 percent said they did not have legal documentation. The 54 persons who were not U.S. citizens and who declined to state their legal residence represented 13.5 percent of the total sample.

Table 2.4. Country of Origin

(Percentages)

Country	Respondent	Father	Mother
Mexico	49.0	59.0	60.0
United States	32.8	20.5	20.5
Puerto Rico	2.8	3.0	3.0
Colombia	2.0	2.0	2.0
Guatemala	1.8	1.8	1.8
Cuba	1.5	1.3	1.8
Bolivia	1.3	1.0	0.5
Peru	0.5	0.5	0.3
Spain	0.3	1.0	0.5
Other	8.3	10.1	9.8

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[2] A comparable study in Los Angeles County found that 55 percent were not U.S. citizens.

Table 2.5. Residency Status

Status	Percent
Citizenship	
U.S.	10.0
Not U.S.	56.7
Declined to answer	33.3
Legal status	
Legal	71.8
Not legal	23.8
Declined to answer	4.4
Future plans	
Remain permanently	76.2
Remain not legal	15.4
Don't know	8.4

The respondents were asked if they favored or opposed the current legislation that grants an undocumented immigrant amnesty to remain and work legally in the United States. All but 8.5 percent of the respondents favored the new law. They were asked why they felt some persons who were eligible for amnesty under the new legislation did not apply. The most frequent responses are listed in rank order in table 2.6.

Table 2.6. Reasons Eligible Persons Do Not Apply for Amnesty

Reason	Percent*
Afraid of the INS	45.3
Afraid won't qualify	28.0
Don't know how to	21.0
Can't prove residency	13.5
Can't afford the cost	13.3
Not interested in citizenship	5.8
Don't want to break up family	4.8
Plan to return to home country	2.8
Don't want to give up own citizenship	0.8
Other	23.5
Don't know	8.8

* Total is over 100 percent due to multiple responses.

Almost half the respondents felt that eligible persons who failed to apply did not trust the Immigration and Naturalization Service or did not know how to apply. Other salient reasons were that eligible persons were afraid they would not qualify, that they could not prove residency, and that they could not afford the application fees.

When asked whether they supported employer sanctions, two-thirds of the Latinos surveyed felt that employers who hire undocumented persons should not be punished. About 20 percent supported employer sanctions.

On the average, the Latinos surveyed had lived in the United States for 11 years. While 15 percent planned to return eventually to their native country, more than 75 percent intended to remain permanently, and almost 10 percent were undecided.

On questions about ethnic identity, 40 percent of the respondents indicated that they were Mexican or from another Spanish-speaking country (see table 2.7). However, 42.3 percent referred to themselves as Mexican American, Latino, or Hispanic. Less than half of 1 percent preferred to be called Chicano.

Table 2.7. Ethnic Identification

Ethnicity	Percent
Mexican	33.8
Mexican American	17.0
Latino	13.3
Hispanic	12.0
Nationality (other than Mexican)	6.5
American	5.5
Latin American	1.5
Spanish, Spanish American	1.0
Chicano	0.3
Other	2.3
No answer	6.8

The survey respondents strongly supported maintaining their Latino cultural identity (see table 2.8). Four out of five interviewees believed that it is either *fairly important* or *very important* to celebrate Latino holidays and other traditional celebrations. About 90 percent felt that Latino youth should learn and use the Spanish language and that Latino art, dance, music, and crafts should be maintained in the United States. Only one-third found it important to marry a Latino or Latina.

Regarding Latino culture, maintenance of the Spanish language received the highest rating, followed by Latino culture (arts, crafts, dance, and music), Latino holidays, and marrying within the group. The last issue is the only one in which significant differences arose according to amount of schooling. However, the feeling on intragroup marriage was not unidirectional. Respondents with 11 years of schooling or fewer felt that it is more important to retain the use of Spanish and to perpetuate the Latino culture than to marry within the group. On the other hand, that educational grouping and respondents with 13 or more years of education rated the celebration of Latino holidays the lowest.

Table 2.8. Importance of Latino Culture, by Level of Education

		Years completed			
Item	Total	0-8	9-11	12	13+
Spanish language	3.57	3.59	3.86	3.61	3.51
Latino culture	3.48	3.39	2.64	3.53	3.56
Latino holidays	3.38	3.41	3.32	3.43	3.31
Marry a Latino*	2.36	2.62	2.44	2.51	1.78

* A significant difference between group ratings.

Note: Scores are based on a 4-point rating scale where 1 signifies *hardly important* and 4 *very important*. The higher the rating, the more important the item.

When asked about their shopping habits, one in four said that they buy *most of the time* or *all the time* from Latino-owned businesses (see table 2.9). Latinos with less schooling are more likely to patronize Latino businesses, but this may occur because there are more Latino than other businesses in or near their neighborhoods.

Table 2.9. Use of Latino-owned Businesses, by Level of Education

Years completed	Score*
0 to 8	2.75
9 to 11	2.22
12	2.21
13+	1.62
Total	2.26

* Scores are based on a 6-point rating scale where 0 signifies *never* and 6 *all the time*. The higher the rating, the more frequent the use of Latino businesses.

Educational Background

In the sample, 48.9 percent of the persons 18 years of age or older had completed the twelfth grade (see table 2.10). Seven percent had never attended school, while one of every five Latinos had gone only as far as the sixth grade.

Table 2.10. Highest Year of School Completed

Year completed	Percent
0 to 8 (primary)	36.4
9 to 11 (secondary)	14.7
12 (high school graduate)	23.1
13+ (some college)	25.8

Fifty-five percent of the males had completed high school as opposed to only 43 percent of the Latinas (see table 2.11). Latino males had completed an average of 10.4 years of schooling, while the average was 9.1 years for females. Overall, Latinos had completed an average of 9.73 years of school, equivalent to the end of the freshman year in high school.

Table 2.11. Highest Year of Schooling Completed, by Gender

(Percentages)

Years completed	Males	Females
0 to 8	30.6	42.0
9 to 11	14.2	14.9
12	25.1	22.1
13+	30.1	21.0

About 43 percent of the Latinos who had completed 12 or more years of school held a degree or some other credential (see table 2.12). Slightly more than one-fifth had earned a trade or vocational certificate. Only about 17 percent had four-year college degrees. Even fewer had graduate and professional degrees.

Table 2.12. Degrees Conferred to Persons Completing 12 or More Years of Schooling

Degree	Number	Percent*
HS diploma	156	85.7
AA, AS degree	39	21.4
Trade, vocational certificate	39	21.4
BA, BS degree	30	16.5
MA, MS degree	12	6.6
Doctorate	2	1.1
Professional degree	1	0.6

* Total is over 100 percent due to multiple responses.

The persons interviewed were asked what degrees and diplomas they held (see table 2.13). About 87 percent of all persons who had completed 12 or more years of education had a high school diploma. Moreover, 10.6 percent of those who had completed fewer than 12 years of schooling also had a high school diploma (that is, a GED).

Four out of every ten households surveyed had children in school. The majority of children attended public schools, with approximately 7 percent attending private institutions. Busing is at a minimum: only 13 percent of the children attended schools outside their immediate area. In addition, approximately one of every three Latino children in Orange County attended year-round schools.

Table 2.13. Degrees Conferred, by Level of Education

	Years completed			
Degree	0-8	9-11	12	13+
HS diploma	1.5	9.1	87.2	75.0
AA, AS degree	n.a.	10.9	3.5	22.9
Trade, vocational certificate	4.5	9.1	16.3	12.5
BA, BS degree	n.a.	n.a.	n.a.	26.0
MA, MS degree	n.a.	n.a.	n.a.	10.4
Doctorate	n.a.	n.a.	n.a.	2.1
Professional degree	n.a.	n.a.	n.a.	1.0

* Total is over 100 percent due to multiple responses.
n.a. Not applicable.

The respondents were also asked to indicate how much they favored or opposed busing, year-round schooling, and bilingual education (see table 2.14). Those who expressed an opinion overwhelmingly favored bilingual education; over half of the respondents favored year-round schooling; and 46.6 percent supported busing.

The respondents, including those without children, were also asked how they felt about the quality of public education available in Orange County. Forty-five percent stated that it is *good* or *excellent*. One in every three persons considered it only *fair*. The 15 percent who could not judge the schools might not have had school-age children. Educational background and language preference did not significantly affect the responses.

Table 2.14. Opinions on Busing, Year-Round Schooling, and Bilingual Education

Issue	Favor	Oppose
Bilingual education	88.2	11.8
Year-round schooling	61.2	38.8
Busing	46.6	53.4

The persons surveyed were asked to explain why educational attrition among Latinos is about 50 percent. The most frequent response was that *parents don't take enough interest* in their children's education, followed by *lack of control of their children* and *lack of ambition* among teenagers (see table 2.15).

The respondents' exposure to schools influenced the reasons they gave to explain the dropout problem. The explanations *teens need to work* and *schools are impersonal* were the least salient among the most educated who, nonetheless, were more inclined to believe that *teens lack ambition*. In contrast, respondents with the lower educational levels (and, therefore, the lower economic means) mentioned most often that *teens need to work*, perhaps to make ends meet.

One of every ten persons surveyed could not explain the educational dropout problem. Lack of an explanation was also more evident among the less schooled.

Table 2.15. Reasons Given for Educational Attrition, by Level of Education
(Percentages)

		Years completed			
Reason	Total	0-8	9-11	12	13+
Parents' lack of interest	20.6	23.0	20.0	9.5	19.1
Parents' lack of control	15.6	18.6	18.0	7.1	9.0
Teens' lack of ambition	15.3	14.2	10.0	5.9	19.1
Teens' need to work	11.7	11.5	22.0	2.2	5.6
Schools are impersonal	3.3	2.7	0.0	4.9	4.5
Parents' lack of education	3.3	0.9	2.0	1.2	9.0
Other	18.5	12.2	18.0	24.5	26.4
No response	11.7	16.9	10.0	4.7	7.3

According to the respondents, half of the schools that Latino children attend are racially or ethnically mixed, 25.3 percent are mostly Latino, and 19.6 percent are principally Anglo. Blacks are not enrolled in these schools, or at least the respondents were not aware of them (see table 2.16).

Table 2.16. Racial or Ethnic Mix of Children's Schools

Mix	Percent
A mix of students	51.9
Mostly Latino	25.3
Mostly Anglo	19.6
Mostly Asian	3.2
Mostly Black	0.0

Employment, Income, Transportation, and Housing

Almost all of the respondents (91.3 percent) had worked for pay in the United States at some time. About 75 percent were working on a full-time basis, 8.4 percent were working part-time, 7.5 percent were working full-time in their homes, and the remainder were unemployed, disabled, full-time students, or retired (see table 2.17). Only 2 percent were unemployed and looking for a job. Low unemployment reflects the economic growth taking place in Orange County, although employment status is independent of educational background. Nevertheless, persons with high levels of education usually have more employment opportunities.

Regarding their work, 10.3 percent held clerical positions, 12.0 percent held white-collar jobs, and 4.5 percent held professional occupations, which included teaching, engineering, and computer systems analysis. Latinos work in the full range of low-wage to professional occupations in Orange County.

Table 2.17. Employment Status, by Level of Education

(Percentages)

		Years completed			
Status	Total	0-8	9-11	12	13+
Full-time	74.5	69.7	68.0	80.7	79.0
Part-time	8.4	9.0	10.0	6.4	8.4
Keep house	7.5	8.2	12.0	5.1	6.3
Disabled	2.3	3.3	0.0	2.6	2.1
Retired	3.9	7.4	0.0	2.6	2.1
Full-time student	1.7	0.8	4.0	1.3	2.1
Unemployed	1.7	1.6	6.0	1.3	0.0

The study also asked the interviewees to state their income range (see table 2.18). Ranges of income were asked rather than exact dollar figures in order to increase the likelihood of a response. Persons were asked to indicate income for the entire household, regardless of source. Predictably, income differed significantly according to the amount of schooling of the respondent.

Table 2.18. Household Income, by Level of Education

(Percentages)

		Years completed			
Income (in thousands)	Total	0-8	9-11	12	13+
< $10	18.9	27.5	23.1	17.7	7.3
$10-$15	20.3	31.4	30.7	14.7	6.1
$15-$20	10.0	14.7	10.3	8.8	4.9
$20-$30	23.0	22.6	15.4	30.9	20.7
$30-$40	10.0	1.9	15.4	11.8	15.9
$40+	17.8	1.9	5.1	16.1	45.1

The primary source of income was the respondent's own earnings (see table 2.19). Among the respondents, 43.5 percent stated that a spouse also contributed to the household income. Only 1 percent of the respondents received public assistance payments. Of the persons employed outside the home, 80 percent drove themselves to work (see table 2.20). Moreover, 93 percent of the interviewees owned cars, which helps to explain why only a small percentage used public transit (see table 2.21). While 7 percent rode the bus on a daily basis, nearly 70 percent never or almost never used the bus for any reason.

Table 2.19. Source of Income

Source	Percent
Own earnings	74.2
Spouse's earnings	43.5
Other household member's earnings	28.4
Social security	6.0
Retirement benefits, pension	5.0
Unemployment benefits	2.3
Armed Forces allotments	1.5
Interest, dividends, investments	1.5
Alimony, child support	1.0
Welfare, public assistance	1.0
Food stamps	1.0
Renters, boarders	1.0

* Total is over 100 percent due to multiple responses.

Table 2.20. Transportation to Work

Means	Percent
Drives self to work	80.0
Rides in someone else's car	11.7
Takes the bus	4.6
Walks	2.8
Other	0.9

Table 2.21. Amount of Bus Usage

Usage	Percent
Never or almost never	69.2
Less than once a month	11.5
Daily	7.0
A few times a month	7.0
A few times a week	5.3

Of the Latinos surveyed, 59 percent resided in single-family homes and the majority (51.6 percent) rented rather than owned their property (see table 2.22). The average monthly housing cost, whether for rent or mortgage, was $624 for Orange County Latinos. Almost two-thirds of the respondents described their home as in good or very good condition, whereas only 6.1 percent described it as in a poor or very poor state. One-third described their home as in only fair condition.

Table 2.22. Type of Housing

Type	Percent
Single-family house	59.5
Apartment building (over 4 units)	27.2
Duplex, triplex, or fourplex	5.5
Condominium, townhouse	5.0
Mobile home or trailer	2.0
Other	0.8

COMMUNITY OPINIONS AND ATTITUDES

The Neighborhood

One-third of the respondents described the racial or ethnic composition of their neighborhood as mostly Latino, another third described it as mostly Anglo, and the remainder as a racially or ethnically mixed area.

The survey asked Latinos how satisfied they were with their neighborhood. On a scale of 1 to 4, where 4 represents *very satisfied*, the average rating was 3.33, thus indicating that respondents were on the average satisfied with their neighborhood. Only 15.3 percent of the respondents were *not very* or *not at all satisfied*. Respondents were also asked to rate specific community programs and public services (see table 2.23). In general, Latinos rated these services very favorably. On a scale of 1 to 5, where 5 represents *very good*, trash collection and street cleaning were rated the highest. The services with the lowest ratings were public transportation and welfare or public assistance programs, yet the low ratings were still above average in favorability.

Table 2.23. Rating Public Services

Service	Score*
Trash collection	4.14
Street cleaning	4.03
Street lighting	3.95
Street repair	3.93
Parks and recreation	3.91
Police protection	3.87
County health services	3.87
Public transportation	3.78
Welfare, public assistance	3.71

* Scores are based on a 5-point scale where 1 signifies very poor and 5 very good.

In general, no significant differences were found in the ratings based on the respondent's education, except for the evaluations of welfare or public assistance and street lighting (see table 2.24). Persons with less education rated both more highly than did persons with more education.

Table 2.24. Percentage Rating Public Services Good or Very Good, by Level of Education

Service	Years completed			
	0-8	9-11	12	13+
Trash collection	85.8	72.7	82.6	91.5
Street cleaning	77.6	80.0	75.3	83.2
Street lighting*	75.2	87.3	82.6	66.7
Street repair	75.8	80.0	72.9	79.0
Parks and recreation	69.8	72.6	70.2	81.7
Police protection	77.2	67.3	75.0	68.8
County health services	81.3	75.0	73.0	63.5
Public transportation	74.8	70.2	71.2	60.0
Welfare, public assistance*	79.0	69.2	64.6	61.3

* Indicates a significant difference between response percentages.

Table 2.25 summarizes how the persons who rated public services *good* or *very good* felt about specific services, according to their language preference. County health services, welfare and public assistance, public transportation, police protection, and street lighting were perceived more favorably by persons who preferred to speak Spanish. Persons more proficient in English gave significantly lower ratings to these services. The Spanish speakers may use these services much more than the English speakers and, therefore, be more familiar with them.

Table 2.25. Percentage Rating Public Services Good or Very Good, by Language Preference

Service	Spanish*	English*
Trash collection	83.8	87.5
Street cleaning	80.0	77.5
Street lighting**	78.7	72.8
County health services**	79.4	66.7
Street repair	78.1	75.2
Welfare, public assistance**	76.7	58.7
Police protection**	76.6	67.7
Parks and recreation	72.7	73.4
Public transportation**	75.1	60.7

* The Spanish category includes those who prefer Spanish; the second category includes those who prefer English or have no preference.

** Indicates a significant difference between response percentages.

The interviewees were asked to compare the seriousness of crime in their neighborhood with that in other neighborhoods in Orange County. The average ratings in table 2.26 indicate that they considered their neighborhoods safer than other neighborhoods in the county. Although no statistically significant differences exist among persons of varying educational levels, those who had completed 9 to 11 years of schooling were the most likely to feel that crime is a serious problem.

Table 2.26. Rating Crime as a Neighborhood Problem, by Level of Education

Years completed	Score*
0-8	1.92
9-11	2.14
12	1.87
13+	1.99
Total	1.97

* Scores are based on a 5-point rating scale where 1 signifies *much less serious* and 5 *much more serious*. The midpoint (2.5) represents *about as serious*. The higher the rating, the larger the problem.

The perception of the seriousness of crime is not dependent on gender: responses of females were similar to those of males. However, with regard to crime-related problems that exist, significant differences were evident according to educational level attained (see table 2.27).

Table 2.27. Rating Types of Neighborhood Crime as a Problem, by Level of Education

	Years completed				
Crimes	Total	0-8	9-11	12	13+
Drugs	1.68	1.54	1.76	1.75	1.79
Burglary*	1.53	1.46	1.62	1.55	1.58
Gangs*	1.42	1.38	1.49	1.55	1.31
Muggings	1.16	1.28	1.23	1.12	1.10
Murder	1.15	1.16	1.22	1.13	1.11
Armed robbery	1.10	1.26	1.28	1.21	1.23

* Indicates a significant difference between group ratings.

Note: Scores are based on a 3-point rating scale where 1 signifies *almost no problem* and 3 *a big problem*. The midpoint (1.5) represents *somewhat of a problem*. The higher the rating, the greater the problem.

The respondents were asked to indicate if specific crimes were *a big problem, somewhat of a problem*, or *almost no problem* in their neighborhood (see table 2.28). The perception of burglaries and gangs as serious problems differed significantly according to level of educational attainment. Burglaries were perceived to be a greater problem among the more educated, particularly those who had completed 9 to 11 years of schooling, than among the less educated.

In general, Latinas responded the same as Latinos to questions about specific crimes. However, women considered burglaries, armed robberies, and gangs significantly more of a problem than did men.

Table 2.28. Rating Specific Crimes as a Problem

Crime	Score*
Drugs	1.68
Burglaries	1.53
Gangs	1.42
Armed robberies	1.20
Muggings, street attacks, rape	1.15
Murders	1.14

* Scores are based on a 3- point rating scale where 1 signifies *almost no problem* and 3 *a big problem*. The midpoint (1.5) represents *somewhat of a problem*.

When asked how they felt about police protection, those with the most schooling felt more protected than those with less (see table 2.29). However, the differences between the groups were not statistically significant. One in three persons surveyed thought that the police show a lack of respect for Latinos. Forty-one percent did not agree with the statement that police mistreat Latinos, and 25 percent did not know how police treat Latinos. The perception of police treatment was not influenced by educational background.

Table 2.29. Rating Police Protection, by Level of Education

(Percentages)

	Years completed			
Rating	0-8	9-11	12	13+
Good, very good	77.2	67.3	75.0	68.8
Adequate	14.9	21.8	15.5	23.7
Poor, very poor	7.9	10.9	9.5	7.5

Health and Social Support Structure

Three-fourths of the respondents rated their health as either *good* or *excellent*, with an average rating of 3.08 on a scale of 1 (poor) to 4 (excellent). The responses were significantly different depending on educational background. As shown in table 2.30, self-rated health improved with years of schooling.

Table 2.30. Rating Personal Health, by Level of Education

Years completed	Score*
0-8	2.73
9-11	3.09
12	3.27
13+	3.44
Total	3.08

* Scores are based on a 4-point rating scale where 1 signifies *poor health* and 4 *excellent health*. The higher the rating, the better the self-rating of health.

The Latino survey participants were also asked corollary health questions. These included whether they suffered from chronic ailments and whether health insurance was available (see table 2.31). Fortunately, 85.2 percent reported no chronic health problems. This was true for all respondents, regardless of educational background, even though persons reporting chronic illnesses had fewer years of schooling. The less educated were also less likely to carry medical insurance. Persons who had completed some postsecondary education overwhelmingly carried medical insurance.

Table 2.31. Personal Health Resources, by Level of Education
(Percentages)

	Years completed				
Resources	Total	0-8	9-11	12	13+
Chronic ailment	14.8	17.9	10.9	10.5	16.7
Medical insurance*	70.8	52.2	72.7	80.2	87.5
Public insurance	78.5	75.0	72.5	75.4	86.9

* Indicates a significant difference between response percentages.

The survey also included two questions concerning family support, either for health-related or psychosocial problems (see table 2.32). Respondents were asked to indicate the number of close relatives who did not live in their household, but who did live in the Orange County area. *Close* relatives were those with whom they felt at ease and talked about private matters and on whom they called for help. About one in three responded that they had no one close to them. Excluding persons who did not answer the question, the respondents had an average of 1.67 persons to whom they felt close. About 40 percent refused to provide the information. When asked how often they discussed serious problems, when they had them, only about one in five interviewees said *all of the time*. The responses were not influenced by educational background as measured by years of schooling completed.

Table 2.32. Percentage Who Discuss Personal Problems with Family, by Level of Education

		Years completed			
Frequency	Total	0-8	9-11	12	13+
All the time	17.8	12.2	25.0	24.1	15.9
Frequently	17.9	16.7	19.4	13.8	21.7
Sometimes	30.4	31.1	30.6	34.5	26.1
Almost never	20.2	21.1	13.9	22.4	20.3
Never	9.1	10.0	11.1	5.2	10.1
No serious problems	4.7	8.9	0.0	0.0	5.8

On legal matters, 67.7 percent of all respondents, regardless of educational background, said they would seek out a private attorney (see table 2.33). Twelve percent did not know where to go or whom to contact when they needed advice or help on legal matters. At least 4 percent of the respondents said they utilized legal aid agencies, and 2.4 percent depended on the courts' public defenders. Many other resources were sought, including friends and priests. Persons who only completed up to the eighth grade went to a priest more frequently than did other Latinos.

Table 2.33. Use of Legal Resources, by Level of Education

		Years completed			
Resources	Total*	0-8	9-11	12	13+
Private attorney	67.7	65.7	76.4	67.4	65.6
A friend	7.3	6.0	14.6	4.7	7.3
Legal aid	4.0	2.2	1.8	7.0	5.2
Public defender	2.4	4.5	0.0	2.3	1.0
A priest	2.2	3.7	0.0	2.3	1.0
Other	17.3	29.7	14.0	26.6	29.7
Don't know**	12.1	19.4	5.5	9.3	8.3

* Totals are over 100 percent due to multiple responses.

** Indicates a significant difference between groups.

Persons with more schooling might have been more aware of legal aid resources because they sought it more often than did persons with fewer years of education. Although there was no significant difference in the search for legal assistance between educational groups in general, the responses in the *don't know* category were influenced by educational experience.

Race Relations

The survey investigated how Latinos in Orange County feel about other racial or ethnic groups, as well as how they perceive their relationship with them. Latinos were asked to indicate whether they *strongly agreed*, *agreed*, *disagreed*, or *strongly disagreed* that, generally, there is little conflict between Latinos and Anglos in the United States (see table 2.34). Fifty-five percent *agreed* or *strongly agreed* that there is little conflict. The response to this question was significantly different among the educational groupings (see table 2.35). Those who had completed 12 years of school or less felt the strongest about the lack of conflict between Latinos and Whites.

Table 2.34. Opinion on Race Relations, by Level of Education

	Years completed				
Issue	Total	0-8	9-11	12	13+
Latino-Anglo conflict*	2.72	2.87	2.77	2.86	2.43
Latino-Black advancement*	2.81	2.91	2.94	2.99	2.48

* Indicates a significant difference between ratings.

Note: Scores are based on a 4-point rating scale where 1 signifies *strongly disagree* and 4 *strongly agree* on two opinion statements. The first item refers to lack of conflict between Latinos and Anglos, and the second refers to greater advancement among Latinos than Blacks. The higher the rating, the stronger the agreement.

In terms of acceptance and achievement, 66.9 percent of the Latinos surveyed agreed that they *have made greater advances than Blacks in the United States*. This opinion was held most highly by persons with intermediate levels of schooling. Persons with the most years of schooling were the least likely to agree on this issue. Of the total Latino sample, 15 percent and 21 percent did not know or did not answer the conflict and Latino advancement questions, respectively.

Table 2.35. Treatment of Racial Groups, by Level of Education

	Years completed				
Group	Total	0-8	9-11	12	13+
Asians	3.01	2.86	3.07	3.06	3.11
Blacks	2.64	2.65	2.69	2.65	2.64
Latinos	2.52	2.52	2.63	2.57	2.42

Note: Scores are based on a 4-point rating scale where 1 signifies *treated not at all fairly* and 4 *treated very fairly*. The higher the rating, the stronger the feeling of fairness.

Prior to answering questions on the issue of racial conflict and Latino advancement, respondents were asked how fairly they thought Blacks, Latinos, and Asians are treated by most Americans. *Fairly* was defined in terms of job opportunities, housing, education, and availability of services and resources. Asians were perceived to be better treated, followed by Blacks, and then by Latinos. Although the differences between the ratings of the various education-level groups were not significant, persons with the most education felt Asians are the best treated. All respondents, regardless of educational background, agreed about the treatment of Blacks. In terms of the treatment of Latinos, the most educated felt Latinos are treated the worst.

A final question on race relations asked respondents to give their opinion on which racial or ethnic group contributed most to the U.S. economy or, conversely, received the most through social services and unemployment payments. *Contribution* was defined as paying taxes and being economically productive. The Latinos surveyed felt that undocumented persons contribute the most to the U.S. economy (see table 2.36). Persons with less education felt the strongest about the contribution made by the undocumented. Those with the most education felt that Latinos are the most likely to receive the least. The only significant differences in ratings according to educational level occurred with reference to the undocumented. Educational level did not influence attitudes toward Whites, Blacks, and Latinos.

Table 2.36. Perception of Contribution Made by Various Groups, by Level of Education

	Years completed				
Group and contribution	Total	0-8	9-11	12	13+
Give more					
Undocumented*	72.0	81.0	73.4	61.5	68.4
Latinos	58.8	58.8	59.2	58.4	57.8
Whites	47.0	50.0	40.8	48.7	45.1
Asians	37.7	33.8	36.1	37.5	42.1
Blacks	17.5	18.4	10.3	17.9	20.0
Give equally					
Undocumented*	15.0	11.0	13.3	26.2	11.9
Latinos	35.3	35.3	32.7	33.8	33.8
Whites	29.7	30.4	29.6	29.5	29.3
Asians	21.3	22.1	16.7	23.4	21.1
Blacks	24.5	19.7	28.2	23.9	28.0
Get more					
Undocumented*	13.0	8.0	13.3	12.3	19.7
Latinos	5.9	5.9	8.1	7.8	8.4
Whites	23.3	19.6	29.6	21.8	25.6
Asians	41.0	44.1	47.2	39.1	36.8
Blacks	58.0	61.9	61.5	58.2	52.0

* Indicates a significant difference between percentages.

Media Usage and Political Affairs

The main source of information for Latinos is television. Latino survey respondents with the least years of schooling relied the most on television for news and other information. Generally, the most educated utilized the print media to help them form opinions. The number who mentioned radio was very small (see table 2.37).

Table 2.37. Main Source of Information, by Level of Education
(Percentages)

		Years completed			
Source	Total	0-8	9-11	12	13+
Television	69.2	82.4	80.0	66.3	46.9
Newspaper	24.7	8.1	14.6	31.4	47.9
Radio	1.3	2.9	1.8	0.0	0.0
Other	4.8	6.6	3.6	2.3	5.2

In general, the persons surveyed perceived that Latinos are portrayed negatively in English language television, movies, radio, newspapers, and magazines. On the other hand, about half felt that Latino politicians and officials are well respected by the media. About one in six Latinos had no opinion about how they are portrayed in the English language media, while one in five did not know how Latino officials are treated (see table 2.38).

Table 2.38. Portrayal of Latinos in English Language Media, by Level of Education
(Percentages)

		Years completed			
Portrayal	Total	0-8	9-11	12	13+
Negative image					
Agree	63.0	55.2	58.2	72.1	68.8
Disagree	20.9	16.9	27.3	20.9	22.9
Don't know	16.1	27.9	14.5	7.0	8.3
Respect Latino officials					
Agree	49.6	47.1	47.3	52.3	52.1
Disagree	27.6	18.4	30.9	36.1	31.3
Don't know	22.8	34.5	21.8	11.6	16.6

Latinos may form perceptions of local government, officials, and agencies through what they see, hear, and read in the media. When asked how these entities are doing their job, Latinos gave the local board of education the highest rating, followed closely by the local city council (see table 2.39). The Latino respondents had a better image of the U.S. Congress than of the California State Legislature or the County Board of Supervisors. In general, their perceptions were not influenced by the level of education completed, except in the case of the U.S. Congress: persons with the least years of schooling had a much better perception of this body.

Table 2.39. Rating Government Entities, by Level of Education

Entity	Total	0-8	9-11	12	13+
	Years completed				
Local school board	3.57	3.67	3.61	3.47	3.53
City Council	3.53	3.64	3.76	3.39	3.48
U.S. Congress*	3.45	3.65	3.70	3.29	3.31
County Board of Supervisors	3.42	3.62	3.50	3.25	3.32
California State Legislature	3.41	3.53	3.72	3.30	3.26

* Indicates a significant difference between ratings.

Note: Scores are based on a 5-point rating scale where 1 represents *doing the job very poorly* and 4 *doing it very well.* The higher the rating, the better the perception of the job done.

Although they were not asked to rate the Reagan administration, they were asked to give their opinion on President Reagan's support for the Nicaragua *contras* and U.S. support of Israel (see table 2.40). One-third favored supporting the *contras,* and 23 percent felt comfortable with U.S. support of Israel. Thirty-four percent did not know about *contra* support, and 43.4 percent were not able to give an opinion on support of Israel. The greatest support for both policies came from persons with the most education. Those who had an eighth grade education or less were less knowledgeable about these two foreign affairs issues.

Table 2.40. Attitude toward Supporting the Contras and Israel, by Level of Education

Attitude	Total	0-8	9-11	12	13+
	Years completed				
Contra support					
Approve	30.3	22.1	21.8	37.2	40.6
Don't know	34.1	48.5	40.0	26.7	16.7
Israel support					
Approve*	23.3	16.9	14.6	19.8	40.6
Don't know*	43.4	60.3	40.0	36.1	28.1

* Indicates a significant difference between group response percentages.

The Latinos surveyed were asked whether they felt they could affect what the government does or not. Their responses (see table 2.41) varied significantly among educational groups. More than half of those with some postsecondary education felt they could affect government, and another one-fifth thought they could only affect government sometimes, depending on the matter or issue at hand. Lack of opinion was most common among those with the least education.

Table 2.41. Rating Own Ability to Affect Government, by Level of Education
(Percentages)

	Years completed				
Response	Total	0-8	9-11	12	13+
Yes	33.0	19.9	23.6	32.6	57.3
Sometimes, depends	25.5	20.6	21.8	39.5	21.9
No	24.7	28.7	34.6	19.8	17.7
Don't know	16.8	30.8	20.0	8.1	3.1

Table 2.42. Political Affiliation, by Level of Education
(Percentages)

	Years completed				
Affiliation	Total	0-8	9-11	12	13+
Democrat	26.0	10.3	23.6	36.5	40.6
Republican	12.6	6.6	10.9	10.6	24.0
Independent	10.8	9.6	10.9	16.5	7.3
No preference	46.2	66.9	47.3	34.0	27.1
Other	4.4	6.6	7.3	2.4	1.0

A little less than half of all persons interviewed did not have a political party preference (see table 2.42). One of every four Latinos, however, thought of himself or herself as a Democrat. Only 12.6 percent considered themselves Republican. Identification with a political party differed significantly according to educational background. Latinos identified more with the Democratic Party than the Republican, regardless of educational background, although those with fewer than 12 years of school were more likely to view themselves as independents. These results are consistent with findings reported earlier, which show that a large number of Latinos with less education are not U.S. citizens and, therefore, less likely to participate within mainstream political parties.

Only 33.9 percent of the respondents were registered to vote in the State of California (see table 2.43). As expected, the higher the educational level attained, the more likely Latinos were to be registered. This can be explained by the finding that many noncitizens also had low educational attainment. Also, the figures in table 2.44 indicate that 58.4 percent of the Latinos interviewed were not eligible to vote.

Among those who were registered, more participated in the presidential election than in the most recent local or state election. Although educational background did not significantly influence voting practices, Latinos with the most schooling voted more in the last state and presidential elections than Latinos with less. Latinos who completed eight years of schooling or less were the most likely to vote in school board elections.

Table 2.43. Percentage Who Were Registered and Voted in the Last Election, by Level of Education

	Years completed				
Participation	Total	0-8	9-11	12	13+
Registered*	33.9	10.4	25.5	36.1	69.8
Voted					
County, municipal	58.5	50.0	46.2	66.7	59.1
State	68.3	69.2	57.1	66.7	71.2
School board	50.4	61.5	30.8	53.3	50.8
1984 presidential	76.8	64.3	61.5	77.4	82.1

* Indicates significant differences in responses.

Latinos were asked why they did not vote in some elections or why they did not register. The majority stated that they were not eligible to vote. Among those eligible, about one in six did not vote because they had not registered in time. About one-fourth did not vote because they were not interested, were too busy, considered the issues unimportant, or forgot to vote. Although there were no significant differences among the educational groupings, Latinos with the most schooling were the most likely to give these reasons for not voting. The most educated were significantly more likely than Latinos with less education to state that they had not registered in time.

Table 2.44. Reasons Given for Not Registering or Not Voting in the Last Election, by Level of Education

	Years completed				
Reasons	Total*	0-8	9-11	12	13+
Not eligible**	58.4	79.7	57.7	42.3	34.9
Didn't register in time**	14.8	10.1	9.6	22.5	19.7
Not interested	8.5	3.9	11.5	11.3	12.1
Too busy	5.7	2.3	5.8	7.0	10.6
Issues not important	5.7	3.9	5.8	4.2	10.6
Forgot	4.1	1.6	5.8	5.6	6.1
Makes no difference	2.8	0.8	5.8	4.2	3.0
Disliked candidates	1.0	0.0	3.9	0.0	1.5
Other reason	5.1	14.8	13.5	16.9	15.2

* Totals are over 100 percent due to multiple responses.

** Indicates significant differences in percentages between groups.

PROBLEMS FACED BY LATINO FAMILIES AND LATINOS IN GENERAL

The respondents were asked to report *the most important problems you and your family have at present.* Unfortunately, only 55 percent of the persons interviewed provided an answer. The most frequent responses to this question are listed in table 2.45. The four major problem areas for Latinos revolved around finances, physical health, housing, and employment.

Table 2.45. Major Problems Facing Latino Families

Problems	Percent
1. Finances	44.0
2. Physical health	8.7
3. Housing	8.3
4. Lack of employment or steady job	6.4
5. Mental or emotional health	2.8
6. Neighborhood	2.3
7. Lack of transportation	2.3
8. Problems with children	2.3
9. Other	22.9

Family problems were analyzed according to the respondents' educational background. As the figures in table 2.46 demonstrate, financial problems were common for all Latinos, regardless of educational background. Physical health and employment problems were most severe among persons with lower levels of education, who probably had the fewest socioeconomic resources. Housing problems seemed to affect the middle education groups the most.

Table 2.46. Major Problems Facing Latino Families, by Level of Education

(Percentages)

	Years completed			
Problems	0-8	9-11	12	13+
Finances	40.5	46.4	48.1	44.4
Physical health	9.5	10.7	7.7	7.4
Housing	6.0	14.3	11.5	5.6
Employment needs	11.9	7.1	1.9	1.9

When asked about the major problems facing Latinos in general, 80 percent gave some insight into the problems (see table 2.47). Again, financial problems created by a lack of education and employment surfaced as one of the main barriers to Latinos in Orange County. The respondents also mentioned that discrimination and problems with the English language were major obstacles facing Latino families. Problems with English keep Latinos from taking advantage of many educational and employment opportunities. Despite high levels of participation in the labor force, Latino workers are concentrated in occupations with low wages, few benefits, and little job security. Thus they ranked employment a serious problem.

Table 2.47. Major Problems Facing Latinos in General

Problems	Percent
1. Employment needs	19.6
2. Finances	17.7
3. Discrimination	11.5
4. Language	11.5
5. Drugs	8.1
6. Lack of educational opportunities	7.5
7. Housing	5.6
8. Crime	4.7
9. Other	13.8

Table 2.48. Ranking Major Problems Facing Latinos in General, by Level of Education

Years completed			
0-8	9-11	12	13+
1-Employment	1-Finances	1-Employment	1-Employment
2-Finances	2-Employment	2-Finances	2-Finances
3-Language	2-Drugs	3-Discrimination	3-Discrimination
4-Drugs	2-Discrimination	4-Drugs	4-Language
5-Discrimination	3-Language	4-Language	5-Education
6-Housing	4-Education	5-Education	5-Crime
7-Neighborhood	4-Housing	5-Crime	6-Housing
8-Crime	4-Crime	6-Housing	7-Drugs
9-Education	5-Neighborhood	6-Public Health	8-Public Health

Note: First-mentioned problem has the highest rank. Problems with equal percentages share rank.

Latinos, regardless of educational background, viewed employment and financial problems as their two major hurdles (see table 2.48). However, educational level did affect the perceptions of the relative importance of some problems facing Latinos. Persons with the least education felt that the third most important problem was learning English. Such persons placed drugs and discrimination in fourth and fifth positions and educational problems in last. Drugs were ranked among the four top problems by all groups except those with the most schooling; the drug problem was ranked next to the last by Latinos who had some postsecondary education. Discrimination, as well as education, increased in importance as education increased.

Perceptions of the problems facing Latinos in Orange County varied somewhat by age, even though the differences were not significant. The four most salient problems are listed in table 2.49 according to age of the respondent. Although lack of employment opportunities touched the lives of all Latinos, the youngest and oldest groups were the most affected. Financial problems were most salient among the oldest group, whose members also felt discrimination the least. English language problems were most common among Latinos ages 26 to 40 and 55 or older.

Table 2.49. Major Problems Facing Latinos in General, by Age

(Percentages)

	Age			
Problem	17-25	26-40	41-54	55+
Employment needs	21.3	18.6	18.0	26.1
Finances	19.2	22.7	18.0	26.1
Discrimination	17.0	9.3	15.4	4.4
Language	4.3	16.5	5.1	17.4
Other	38.2	32.9	43.5	26.0

Table 2.50. Major Problems Facing Latinos in General, by Gender

(Percentages)

Problems	Male	Female
Employment needs	20.0	23.1
Finances	22.5	17.3
Discrimination	11.3	13.5
Language	13.1	5.8
Other	33.1	40.3

Gender affected responses, but not significantly (see table 2.50). Latinas felt a little more discriminated against, but males had more problems mastering English, possibly because they interact more with English-speaking persons. Females were more apt to lack employment opportunities, but males experienced financial problems more frequently.

IMPLICATIONS FOR ORANGE COUNTY

The first conclusion that can be drawn from the Orange County Latino Community Household Survey is that Orange County Latinos hold a wide range of opinions on many issues. This study looked at Latino-identified needs within the community and examined how language preference affects perceptions. The study found that preference for English was associated with completion of higher levels of education. Spanish was selected overwhelmingly by persons who had eight or fewer years of schooling. Since education is also highly correlated with other socioeconomic indicators, educational background was used throughout the report to interpret the findings.

Major Problems Facing Latinos

The four most important problems facing Latino families revolve around financial concerns, physical health, housing, and lack of employment. The average cost of living in Orange County is currently among the highest in the nation. Latinos, with low levels of income and few educational credentials to qualify for well-paying jobs, feel that financial, language, and employment issues are the most urgent problems they face. As the economy of Orange County continues to require more highly skilled workers, the situation will continue to worsen until Latinos find ways to integrate into the economic mainstream of the county.

When asked to identify the major problems facing Latinos in general, Latinos cited financial problems created by low levels of education and employment. The respondents mentioned English language problems as a major concern that limits the ability of Latinos to make educational and economic advances. Despite their high levels of participation in the labor force, Latinos gave employment high ranking as a problem area, which may reflect their concentration in the lower occupational levels.

Latinos are confident that government agencies can help alleviate their situation. The local board of education and the local city council received the highest ratings among the governmental institutions. The high rating given to the U.S. Congress may reflect Latino satisfaction with the recent amnesty legislation. However, attempts to resolve the problems identified by Latinos (including better schools, ESL classes, job training, and health services) fall within the authority of local governmental entities.

Although Latinos agreed that employment needs and financial problems are the top issues for them, opinions varied on the other problem areas according to educational background. Latinos with less schooling were the most concerned about English language problems. They placed them as the third most important issue, whereas Latinos who had completed 12 years or more of schooling placed them fourth.

Clearly, successful performance in the educational system depends on good English language skills. Without these skills, Latinos struggle academically and are often tracked into remedial education and away from academically oriented curricula. The inability to communicate readily and socially isolates Latino students from instructors and English-dominant students. Their frustrations result from not understanding what is being taught and expected. Since the schools have few, if any, Latino role models or staff who can communicate in Spanish, the Latinos surveyed strongly supported bilingual education.

The issue of discrimination becomes more apparent as the level of education increases. Discrimination ranked among the top three issues for all Latinos except those with the least amount of schooling, who placed it fifth. Discrimination was felt more strongly among those who had spent more time in the educational system. However, it is not clear whether this was due to negative experiences in school or in the work world.

Drug abuse was among the top four problem areas for Latinos, except those with the highest level of education, who ranked it seventh. That group may not encounter the drug problem as often as Latinos with less education and fewer resources.

Education was placed among the top five issues of concern except by Latinos with the least education, who ranked it last. The problems enumerated by the respondents stem from a syndrome in which lack of English or lack of education handicaps Latinos trying to penetrate the economic system. Schooling will not resolve all the problems. Even Latinos with the highest levels of education reported having financial problems and encountering discrimination; even they are but a step away from poverty. Persons under 40 years of age felt the most discrimination, perhaps because younger Latinos are trying to complete school or forge a career or occupation in what often seems to be unwinnable circumstances.

Although gender did not significantly affect most responses, Latinas felt more discrimination and had more employment needs than males; they also faced more severe problems. The educational attainment of Latinas lags behind that of males by a little over a year, and Latinas therefore have more difficulty finding employment.

This study also found that Latino males are more apt to experience English language problems than Latinas. Latino males, more often than females, are employed and therefore interact more frequently with the English-language community. Thus, even if Latinas were to increase their level of schooling by another year and find employment as readily as Latino males do now, they would find the language problem to be just as severe as males do unless education for all Latinos improves.

Cultural Issues

This study found that the majority of Orange County Latinos prefer to use Spanish and want to maintain their Latino cultural identity. As a group, Latinos are united in feeling that maintaining and perpetuating their culture are important. Four in five interviewees believed that it is either *fairly important* or *very important* to celebrate Latino holidays and other traditional celebrations as well. Maintenance of the Spanish language received the highest rating, followed by Latino culture as expressed in arts, crafts, dance, and music.

The finding that Latinos with less schooling are significantly more apt to patronize Latino businesses than those with more may not reflect distinct cultural preferences. They may do so simply because Latino businesses are more readily found in or near Latino neighborhoods than are other businesses.

Residency Issues

Latinos overwhelmingly favor the current amnesty legislation; only 8.5 percent of the respondents opposed the recently enacted law. Almost half of the respondents felt that persons did not apply because they did not trust the Immigration and Naturalization Service; almost 30 percent felt that persons were afraid they would not qualify.

The vast majority of the non-U.S. citizens stated that they were legal residents. Only 4 percent of the non-U.S. citizens declined to give their legal residency, and about 25 percent said they did not have legal documentation. The 54 persons interviewed who were not U.S. citizens and who refused to state their legal status represented 13.5 percent of the total sample. Immigration status is an important consideration since Latino immigrants who are not legal residents cannot utilize the public social services available. Consequently, personal or health crises can exacerbate their financial problems.

Undocumented persons who are not eligible for amnesty, and their families, lead a life of constant fear and insecurity. To learn about their social well-being, the survey asked respondents to indicate the number of close relatives they had who were not living in their household, but who were living in the Orange County area. About 40 percent would not provide that information. This significant number of nonresponses can be interpreted as an attempt to protect extended families.

In resolving legal matters, Latinos utilize a variety of resources, but persons who have completed no more than the eighth grade go to a priest for assistance more frequently than do other Latinos. This may be due to a lack of financial resources for securing a private attorney, but it is more likely attributable to the trust endowed in the local Catholic Church (which helps to allay spiritual problems, as well as to lighten socioeconomic burdens).

Educational Issues

Slightly less than half of the Latinos surveyed had completed the twelfth grade.[3] About 87 percent of all persons who had completed 12 or more years of education had received a high school diploma. The remaining 13 percent had spent 12 years in school, but were not credentialed. These findings underscore the need to invest in the schools in order to provide Latinos with a better probability of success. Even a small investment is significant considering how much it could improve the quality of life of Orange County Latinos.

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[3] Of those who had completed fewer than 12 years of schooling, 4.5 percent had a high school diploma, probably earned through the GED program.

About one-fourth of the Latinos who had participated in higher education did not have a high school diploma, undoubtedly because they entered community colleges, which have liberal entrance requirements. In California, about 85 percent of the Latinos in higher education are enrolled in community colleges. This phenomenon helps explain why some persons who had spent 12 or fewer years in school had a postsecondary degree or certificate.

In general, Latinos have difficulty taking advantage of the many educational opportunities available in the United States. A major barrier is lack of proficiency in the English language. Further, those who participate in the educational system characteristically drop out of school in large numbers. Educational attrition occurs frequently at the high school level; however, Latinos leave school in great numbers even before the ninth grade. This is especially true among Latinas.

Latinos in this survey overwhelmingly favored bilingual education. In addition, 60 percent favored year-round schooling, and 50 percent supported busing. Although year-round schooling provides more of a continuum to the educational process, the scheduling may negatively affect family structure and finances. Year-round schooling may also affect child care, and Latino schoolchildren may forgo earnings on which their families depend.

Respondents with lower educational levels (and therefore lower economic means) mentioned most often that teens drop out of school because they *need to work*. For some time, it has been felt that Latinos drop out of school most frequently because the family needs extra income to survive. Thus, it is not surprising that those who remained in school longer and therefore reaped the greatest benefits from schooling were the least likely to endorse the opinion that *teens need to work*.

Two of the main reasons given by the survey respondents to explain educational attrition were that *parents do not take enough interest* and *teens lack ambition*. The latter was mentioned most by the persons with the most schooling. Those who had the most extensive experience in the educational system endorsed the explanations that (1) parents of dropouts are not prepared to help their children with school work and have little understanding of the schools, and (2) parents do not understand the benefits of postsecondary education. Given the previous discussion of the *need to work* response, lack of parental interest is probably due to financial pressures. However, those who perceive that teens lack ambition may not consider the possibility that families with limited financial resources cannot withstand lengthy educational commitments even though their aspirations are high.

Neighborhood Issues

The survey asked how satisfied Latinos are with the neighborhoods in which they live. The respondents rated their neighborhoods as better than average and their community services and programs very favorably. Street cleaning and trash collection received the highest praise. The service rated the lowest was welfare or public assistance, even though it still ranked above average in favorability. Most respondents, however, did not utilize this service; only 1 percent received income from public assistance programs.

In general, community services and programs were rated equally by Latinos, regardless of their socioeconomic background as reflected by their level of schooling. However, welfare and street lighting were rated more highly by persons with less education than by those with more.

Public services were generally viewed more favorably by Spanish speakers than by English speakers. The Spanish speakers, who were primarily immigrants, were likely to be comparing public services in the United States with those in their native countries. Thus, they were very satisfied with their current experience. English-speaking Latinos were not as likely to be immigrants, and their comparisons were probably to other neighborhoods in the United States.

Another factor related to service utilization is the need for services. Although three-fourths of the survey respondents rated their health as either *good* or *excellent*, Latinos with more years of schooling rated their health more highly than those with less schooling and, in fact, probably have had little contact with county health services.

Although education did not significantly affect attitudes toward crime in the neighborhood, persons with 9 to 11 years of schooling seemed to experience the effects of crime, particularly burglaries, the most. Persons with the highest and lowest levels of education did not perceive the gang problem to be as serious as did persons with middle levels of education, who may be the target of gangs. The most educated may not feel the effects of some types of crime, such as gang activity, because they have ready access to police protection and reside in low crime areas. In fact, when asked how they feel about police protection, persons with more schooling said they feel protected.

In general, Latinas responded similarly to Latinos when asked about specific crimes. However, women considered burglaries, armed robberies, and gangs significantly more of a problem than did men. This may be explained, in part, by the fact that Latinas in general are concerned about the types of crimes that affect their homes and children.

About one-third of those with 12 or more years of schooling did not vote in recent elections because they were not interested, the issues were not important, or they forgot to vote. It is reasonable to believe that local elections do not receive enough media coverage, in Spanish or

English, to generate widespread interest. However, it is also likely that many do not vote because they feel that elections do not directly affect their everyday lives.

Latinos with fewer years of schooling were the heaviest users of television for news and other information. The number in this survey who mentioned radio was very small. Because Spanish television stations are located in Los Angeles, and the only Orange County Spanish-language media is radio, the channels of communication with the Latino community in Orange County are very limited.

Race Relations Issues

The survey investigated how Latinos in Orange County feel about other racial or ethnic groups, as well as how they perceive their relationship with them. Fifty-five percent agreed or strongly agreed with the statement that there is little conflict between Latinos and Anglos in the United States. Generally those with less schooling felt stronger about the lack of conflict between themselves and Anglos. Similarly, the less educated were the most likely to agree with the statement that Latinos have made greater advances than Blacks in the United States. Apparently, those with 13 or more years of education felt that Blacks are more readily rewarded than Latinos for their efforts.

Latinos perceived that Asians are treated better than Blacks, who are treated better than Latinos. Although the rating differences between the educational groups were not significant, persons with the most education felt that Asians are treated the best. Orange County has become home to many Asian refugees since the end of the Vietnam War. As refugees rather than immigrants, Asians receive a number of benefits immediately on arrival, including legal residency status, language training, housing assistance, and job training. These are benefits that Latino immigrants do not enjoy unless they arrive from Cuba.

CONCLUSION

The results of the community household survey allow us to identify Latino target populations who are particularly vulnerable and require attention from service providers.

1. The Working Poor: Latinos employed in low-wage jobs, with little chance for promotion or job mobility.
2. The Minimally Educated: Latinos with less than a high school education at a time when diplomas are rapidly becoming the essential requirement for a job.
3. The Non-English Speaker: Latinos whose opportunities are limited by the fact that they do not speak English.

4. The Unregistered Voter: Latinos who are eligible to vote but are unregistered and who lack an electoral voice.
5. The Non-Legal Resident: Latinos ineligible for amnesty who intend to remain in the United States and who cannot resort to open channels for assistance.

Each of these groups represents a segment of the Latino population with significant needs that must be addressed if the quality of life for Latinos in Orange County is to improve.

CHAPTER 3.
ORANGE COUNTY LATINO LEADERSHIP SURVEY
by Ernesto Ballesteros

This chapter presents the results of the OCLAS leadership survey that collected the opinions of Latino leaders on specific needs of the Latino community in Orange County. In this report, persons who responded to the leadership survey are referred to as the Latino leadership. Latinos who participated in the OCLAS community household survey (see chapter 2) are referred to as the Latino community respondents.

METHODOLOGY

The Latino leadership survey was conducted from June through September 1988. The names of the leaders were obtained through the following process. A list of Latino organizations was compiled, and each organization supplied the names and addresses of their leadership. A leadership ballot was sent to each of the persons identified. The ballot included instructions to list in each of 20 sectors a minimum of two individuals (Latinos or others) who were leaders in the Latino community within Orange County. The sector categories included advocacy organizations, the media, elected officials, corporate businesses, small businesses, labor unions, the legal profession, higher education, women's groups, professional organizations, youth leaders, and law enforcement. A leader was defined as *a person who exercises influence on the Latino (Hispanic) community of Orange County.* Identified leaders who did not fall within the specified sectors were listed under an *other* category. This process yielded a listing of 120 Latino leaders, all of whom were mailed a questionnaire. Two follow-up reminders were also sent, and the overall response rate was 73 percent (or 87 leaders).

The limitations of this study stem from using Latino organizations to create the first list of persons to identify Latino leaders. Their personal networks may have excluded some significant leaders, and less visible but equally influential leaders could have been omitted. However, the lack of any expressions of community concern regarding those not selected suggests that these limitations are minimal.

CHARACTERISTICS OF LATINO LEADERS

At the time of the survey, respondents had been active in Orange County Latino community affairs for an average of 12 years. Almost all (92 percent) of the respondents were U.S. citizens. All but 6 percent were Latino, and 23 percent identified themselves as Hispanic, 16 percent as

Mexican American, and 15 percent as Chicano. Ten percent preferred to use their nationality to describe themselves. The overwhelming majority (80 percent) had lived in California for more than 20 years. The leaders were a young group, with three of every four respondents between the ages of 26 and 55. Males outnumbered females three to two. Just over half of the leadership had children under the age of 18, and 41.4 percent had children 18 years of age or older.

The Latino leadership were affiliated principally with the Democratic and Republican parties, with the majority (59 percent) preferring the former. Seven percent were Independents, and 6 percent had no party preference. Forty-five percent considered themselves politically moderate, and one-third reported that they were liberal or very liberal.

One in four had a baccalaureate degree, and half had a graduate or professional degree. A high school diploma or an associate degree was the highest credential earned by 16 percent. Only 12.7 percent lacked a college degree, and 2 percent had no degree or diploma.

For the leaders, high levels of educational attainment translated into high levels of income. Thirty-nine percent earned between $40,000 and $69,000 per year, while 23 percent earned between $80,000 to $89,000.

COMPARISON OF SALIENT POLICY ISSUES

The Latino leadership were asked to identify, in rank order and without the aid of prompts, the three most important problems facing Orange County Latinos today. Table 3.1 lists the 27 major problems they mentioned. Education was mentioned most often. Other education-related problems received lower ranking, but are clustered in table 3.1 under the general education category. The school dropout problem, listed in that category, ranked fourth in importance, indicating that the Latino leadership felt strongly about this problem. Employment -- which is closely related to education -- received the second highest rank, followed by housing.

The needs reported by the Latino community respondents and the Latino leadership are shown in table 3.2. The OCLAS community household survey listed lack of jobs and employment opportunities, economic and money problems, and discrimination as the most important problems facing Latinos in Orange County. Community respondents with the highest levels of formal education likewise listed employment needs, financial problems, and discrimination as the top three issues.

The Latino leadership's perceptions differed somewhat from those of the Latino community respondents. While the leaders felt that education was foremost, the Latino community respondents thought that more pressing problems needed to be addressed. In essence, the Latino leadership gave priority to the root cause of the problem, while the Latino community saw a lack of jobs (or the effect of that lack) as their top priority; unemployment was their pressing, everyday problem. The emphasis given to discrimination and language barriers in the community household survey also suggests that the community had a more intense sense of constraints on opportunities than did the leadership. Thus, the community placed greater emphasis on immediate needs, while the leadership placed greater emphasis on long-term remedies to the problem. Nevertheless, the concerns expressed by the Latino community respondents closely correlated with those mentioned by the leadership.

Table 3.1. Major Problems Facing Latinos, According to Latino Leadership

Education		
	1.	Education
	4.	High school dropouts
	8.	Bilingual education
	13.	Higher education retention
Employment		
	2.	Employment
	7.	Economic development
	15.	Small business opportunities
Housing		
	3.	Housing
	19.	The homeless
Immigration		
	5.	Immigration, labor
	14.	Citizenship, amnesty
Health		
	6.	Health care
	9.	Drugs and alcohol abuse
	16.	Family maintenance
	16.	Birth control
	17.	Youth self-esteem
	18.	AIDS
	19.	Pollution and toxic waste
	20.	Food and nutrition
Crime		
	11.	Gangs
Political representation		
	10.	Political representation
	11.	Effective leadership
	12.	Increased voter registration
	14.	Increased political participation
	19.	Community involvement
Cultural identity		
	18.	Cultural identity
	19.	Media

Note: Numbers indicate rank order, with 1 being the highest. Problems rated equally share rank number.

Table 3.2. Major Problems Facing Orange County, According to Latinos

	Latino leadership		Latino community
1.	Education	1.	Employment
2.	Employment	2.	Finances
3.	Housing	3.	Discrimination
4.	Dropout rate	4.	Language
5.	Immigration	5.	Drugs
6.	Health care	6.	Education
7.	Economic development	7.	Housing
8.	Bilingual education	8.	Crime
9.	Substance abuse	9.	Neighborhood condition
10.	Discrimination	10.	Health

* The first-mentioned problem has the highest rank. Problems rated equally share rank.

As for additional points of comparison, table 3.3 displays the results from the community and leadership surveys that were conducted by the United Way for its Orange County Needs Assessment project.[1] In OCLAS the Latino leadership placed top priority on education, employment, and housing. In contrast, leaders from the United Way study placed education and employment in eighth and tenth positions and made housing, children's needs, and transportation the three most important issues.

Table 3.3. Major Problems Facing Orange County, According to United Way Sample

	United Way community leaders		United Way community-at-large
1.	Housing	1.	Transportation
2.	Children's issues	2.	Housing
3.	Transportation	3.	Education
4.	Drugs and alcohol	4.	Crime
5.	Crime	5.	Environment
6.	The homeless	6.	Race relations, immigration
7.	Health care	7.	Drugs and alcohol
8.	Education	8.	Children's issues
9.	Race relations, immigration	9.	Jobs
10.	Jobs	10.	Seniors

Note: The first-mentioned problem has the highest rank.
Source: United Way of Orange County, *Orange County Needs Assessment, 1986.*

The United Way community respondents ranked transportation as top priority, followed by housing and education. To the contrary, the Latino community respondents placed employment needs, financial problems, and discrimination in the top three categories. Some of the differences can be easily understood. Latinos encounter a higher unemployment rate and a more tenuous job situation than do non-Latinos and therefore are more preoccupied with employment, income, discrimination, and language concerns. The differences in the problems identified by the United Way study and by this study confirm that Latinos perceive their needs differently than does the Orange County population at-large. No doubt traffic congestion affects all residents of Orange County; however, programs to alleviate traffic congestion will not resolve the primary concerns of Latinos.

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[1] Two major activities of the United Way's assessment included (1) telephone interviews with a random sample of 1,008 Orange County residents and (2) face-to-face interviews with 214 community leaders.

POLICY AREAS OF CONCERN

Rating Defined Policy Areas

In employing the results of the OCLAS household survey, the Tomás Rivera Center researchers anticipated a number of policy areas of concern in the leadership survey. Examining issues within these defined policy areas made up a major portion of the leadership survey.

The 12 policy areas are listed in table 3.4 according to the level of importance given to them by the Latino leadership. The rankings are very similar to the results of the open-ended question posed to the leaders regarding the most salient issues facing Orange County Latinos. Education received the highest rating, followed by employment, housing, and economic development. Issues such as food and nutrition, and income maintenance and welfare received much lower ratings. Interestingly, the Latino leadership did not consider transportation a priority despite the obvious relevance of the issue to Orange County.

Latino leaders were asked to mention other policy areas that were not included on the list, but that they considered important. About one-third of the leaders mentioned other areas. In general, they were concerned about the need for Latino political involvement and the representation of Latinos in public policymaking positions. Another salient policy area revolved around crime and drug prevention and rehabilitation. A third area of concern regarded language and literacy. Consumer education and parenting issues were additional singular responses not directly related to the policy areas included on the list.

Allocation of Resources for Latino Programs

The Latino leadership were asked how they would allocate $20 million among the 12 policy areas if such an amount were designated for Latino needs in Orange County and were provided in addition to monies currently being expended. They were requested to indicate the percentage they would allocate to each policy area for each of two five-year periods. Their responses to this hypothetical situation are summarized in table 3.5.

Table 3.4. Ranking Policy Areas Concerning Latinos

Policy area	Score*
Education	4.87
Employment	4.65
Housing	4.40
Economic development	4.35
Amnesty, naturalization	4.18
Health	4.06
Day care	3.98
Legal services	3.77
Latino art, culture, history	3.70
Food, nutrition	3.65
Income maintenance, welfare	3.54
Transportation	3.52

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important.* Averages are used for rankings.

The leaders said that they would appropriate almost one-fifth of the earmarked funds for education. Transportation would receive slightly more than employment or housing programs in the first five-year period, but would then be reduced considerably in the second five-year period. As previously noted, transportation received the lowest rating among the 12 predefined policy areas. Thus, the leadership may have been interpreting transportation allocations in terms of access to education and employment. Looking at overall funding for the ten-year period, the leadership would spend $7,480,000 of the $20 million (37 percent) on programs to improve the educational, employment, and housing status of Latinos. Over time, they would reduce funding for these programs in favor of the remaining programs.

Table 3.5. Allocation of Resources, by Amount Appropriated per Period

	Period		
Policy area	1	2	Total
Education	21.5	14.7	16.8
Employment	11.7	9.8	10.4
Housing	11.0	9.7	10.2
Transportation	13.8	6.4	8.7
Health	8.1	8.6	8.4
Day care	7.7	8.6	8.3
Economic development	7.1	8.8	8.3
Amnesty, naturalization	5.3	6.7	6.3
Food, nutrition	4.3	7.1	6.2
Legal services	3.4	6.6	5.6
Latino art, culture, history	3.1	6.7	5.5
Income maintenance, welfare	3.0	6.3	5.3

Funding Sources for Latino Programs

The leadership were asked about sources from which revenue for funding these programs could be obtained and to specify the percentage that should be solicited from federal, state, and local governments, as well as from charitable organizations and the corporate sector. A user fee category was included, representing revenues that would be generated from persons using the services or programs. The sources of income suggested by the community leaders are listed in table 3.6.

Table 3.6. Suggested Source of Revenue for Specific Policy Areas

	Government					
Policy area	Federal	State	Local	Charity	Corporation	User fee
Amnesty, naturalization	32.0	16.9	12.5	12.2	12.6	13.8
Day care	18.7	18.7	15.7	12.4	18.3	16.2
Economic development	20.3	18.6	17.1	11.2	19.1	13.7
Education	23.7	25.8	15.0	10.9	13.3	11.1
Employment	21.3	19.4	15.2	11.3	21.1	11.7
Food, nutrition	22.8	19.1	16.5	14.9	13.4	13.3
Health	23.7	18.9	15.4	13.0	15.2	13.8
Housing	23.2	19.0	17.5	11.2	13.8	15.3
Income maintenance, welfare	22.4	21.4	16.6	13.1	13.1	13.4
Latino art, culture, history	15.6	18.0	16.1	19.3	17.1	13.9
Legal services	19.1	18.5	16.9	15.5	13.5	16.5
Transportation	19.8	21.0	18.1	10.8	13.5	16.8
Total	21.9	19.6	16.1	13.0	15.3	14.1

The leadership felt that federal and state governments should contribute about one-fifth each toward the $20 million and that local government and the corporate sector each should provide about one-sixth of the funding. They suggested that charitable organizations grant 13 percent of the resources and that 14 percent be obtained directly from the user. User fee revenue would most likely be generated from the use of transportation, legal services, day care, and housing, which would also be supplemented by a combination of funding sources.

In summary, the Latino leadership proposed that federal and state governments provide 41.5 percent of all funding for programs to resolve Latino problems. In addition, they felt that almost one-third should be obtained from charitable organizations and the corporate sector. They suggested that the federal government should be the major source of funding for programs in the following areas:

- Amnesty and naturalization
- Economic development (in addition to the corporate sector and state and local government)

- Food and nutrition (in addition to charitable groups and state and local government)
- Health
- Housing (in addition to local government and user fees)
- Legal services (in addition to local government and user fees).

The federal government should fund the following with state government:

- Day care (in addition to user fees)
- Employment (in addition to the corporate sector).

State government should provide the major funding for the following:

- Education (in addition to the federal government)
- Transportation (in addition to federal and local government).

Charitable organizations should contribute the majority of resources for programs in the following:

- Latino art and culture.

Decision-Making Domains

In setting policy for each of the preceding areas, the Latino leadership were asked to indicate the degree to which they felt decision-making should be centralized or decentralized. In general, they favored decentralization.

The Latino leadership placed the policy areas under three decision-making domains, and the average rating of each domain is shown in table 3.7. They felt that Latino art, culture, and history, economic development, legal services, and transportation should be the most decentralized, or under local domain. Although not to the same degree, they wanted decision-making concerning day care, education, food and nutrition, and health to be somewhat decentralized, or under both state and local domain. They rated education at the midpoint of the scale -- indicating that they favored centralization and decentralization equally, depending on the programs or on aspects of the programs.[2] Employment, housing, income maintenance and welfare, and amnesty and immigration were regarded as policy areas of national importance that, therefore, require a centralized focus at the federal level.

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[2] Examples are federal guidelines for minority programs and financial aid and federal legislation for the needy and for resolving immigration-related problems.

For each of the policy areas, the Latino leadership were asked to indicate the relative importance of existing programs or strategies designed to improve the status of Latinos. In the section that follows, the policy areas are discussed separately and in the order that they were ranked by the Latino leadership, as shown in table 3.4.

Table 3.7. Decision-Making Domain for Each Policy Area

Domain	Score*
Group A: Local	
Latino art, culture, and history	3.06
Economic development	2.69
Legal services	2.61
Transportation	2.57
Average rating	2.73
Group B: State or local	
Day care	2.82
Education	2.52
Food and nutrition	2.49
Health	2.29
Average rating	2.53
Group C: Federal	
Employment	2.70
Housing	2.45
Income maintenance, welfare	2.18
Amnesty, naturalization	2.14
Average rating	2.37

* Scores are based on a 4-point rating scale where 1 equals *totally centralized* and 4 *totally decentralized*. Averages are used for rankings. The midpoint is 2.5.

RESOLUTION OF POLICY CONCERNS

Education

The Orange County Latino leadership selected education as their primary area of concern and rated the educational programs they felt were the most important for Latinos. The leadership believed that elementary school programs should take the lead in efforts to resolve the educational problems faced by Orange County Latinos (see table 3.8).

Table 3.8. Importance of Policy Issues in Education

Policy issue	Score*
Elementary school programs	4.64
Early college outreach (Upward Bound)	4.60
High school programs	4.59
Basic skills education (literacy programs)	4.56
Junior high school programs	4.53
Early childhood education programs	4.47
Incentives to attract better teachers	4.41
College support programs	4.36
After-school tutoring in K-12	4.31
Adult education (including ESL)	4.31
Mentoring programs in K-12	4.30
Community college programs	4.26
Alternative schools for dropouts	4.24
Bilingual education (transitional English training)	4.17
New schools in overcrowded areas	4.16
Bilingual teacher training programs	4.09
Vocational training	4.05
Busing and magnet school programs	3.18

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important*. Averages are used for rankings. The higher the average, the higher the level of importance.

Second and third in importance within education were early college outreach programs and high school programs in general. Least important were busing and magnet schools. The importance of college preparatory programs, along with concerns for K-12 education, may reflect their desire to place a greater emphasis on college attendance for Latino children. This line of reasoning is also reflected in the low rating given to vocational education, the curriculum area traditionally overrepresented by Latinos. Although all of the programs were viewed as relatively important, the leadership were generally concerned that Latino children receive a good, basic education. Special programs designed for minority students were not rated as highly as regular educational programs. The leadership called for improved instruction in regular educational programming.

Although meaningful, these rankings do not provide the complete picture. Obviously, some programs were grouped together because they meet the same or similar educational objectives. Thus, a separate analysis was conducted to understand how the Latino leadership perceive the interrelationships among the educational programs evaluated. This analysis allowed the proximity of each program strategy to the others to be determined from the respondents' perspective. It helps to understand which programs were perceived to be similar and which groupings were foremost in the leadership's minds when they examined policy areas and possible solutions.

Table 3.9. Importance of Policy Issues in Education, by Type of Program

Type of program	Score*
Group A: Regular K-12 school programs	
Elementary school programs	4.64
High school programs	4.59
Junior high school programs	4.53
Average score	4.59
Group B: College programs for Latinos	
College support programs	4.36
Community college programs	4.26
Average score	4.31
Group C: Basic & vocational education programs	
Basic skills education (literacy programs)	4.56
Adult education (including ESL)	4.31
Alternative schools for dropouts	4.24
Vocational training	4.05
Average score	4.29
Group D: Tutoring & mentoring programs	
After-school tutoring in K-12	4.31
Mentoring programs in K-12	4.30
Average score	4.30
Group E: Targeted programs	
Early college outreach (Upward Bound)	4.60
Early childhood education programs	4.47
Incentives to attract better teachers	4.41
Bilingual education (transitional English training)	4.17
New schools in overcrowded areas	4.16
Bilingual teacher training programs	4.09
Busing and magnet school programs	3.18
Average score	4.15

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important*. Averages are used for rankings according to each issue and program cluster. The higher the average, the higher the level of importance.

Group labels were assigned to the clusters of educational programs identified by the Latino leadership (see table 3.9). For example, Group A programs represent regular K-12 school programs. As reported in the OCLAS community profile, the median number of school years completed by Latinos in barrios was 7.6. Thus, the concern was for improving K-12 programs to increase educational attainment among Latinos.

Group B programs deal with college matriculation for Latinos, who might have positive and rewarding postsecondary experiences if they received adequate student support. For many Latinos, community college is the only avenue to higher education, either because they do not meet the entrance requirements of selective, four-year institutions or because they feel that the community college will give them the preparation necessary for more advanced study.

Group C programs represent basic and vocational education programs. These programs were perceived by the leadership as educational alternatives for Latinos who have either dropped out of school or who are perhaps above high school age and have inmigrated or immigrated to Orange County with little or no formal education or facility in the English language.

Group D programs are academic programs designed to assist students beyond their regular classroom instruction and to provide mentor experiences throughout the educational term.

In the Group E cluster, the highest ranking was given to early college outreach programs that attempt to prepare Latinos for college at an early stage. This ranking acknowledged a need to provide Latino students with more opportunities for college preparatory education, since they are generally overrepresented in the noncollege-bound curricula. Also early start programs enable Latino children to develop the prerequisite skills early on. In order to achieve this goal, the leadership indicated a need to develop bilingual programs, to attract good teachers to work in Latino programs, and to give students the possibility of participating in magnet school programs. Importance was also given to building new schools to alleviate overcrowding in densely populated areas.

The leadership also mentioned other programs:

- Parental involvement in education
- Parenting education
- Sexuality and pregnancy education
- Personal development
- Guidance and counseling for children and parents with critical and emotional problems
- Drug and gang prevention in schools
- Business-school partnerships such as work-study
- ESL for adults
- Cultural sensitivity, Spanish, and ESL instruction at teacher training institutions
- High school and college lecture series involving Hispanic leaders as role models.

In addition to rating educational programs, Latino leaders were asked to rate the quality of public education for Latino children in Orange County. They rated public education slightly above average.

They were also asked how they felt about bilingual education, year-round schooling, and busing (see table 3.10). They highly favored bilingual education and endorsed year-round schools, but were less enthusiastic about the benefits of busing. The Latino community respondents were asked the same series of questions in the OCLAS household survey, and 88 percent favored bilingual education, 60 percent wanted year-round schooling, and 47 percent favored busing. Thus, Latinos generally agree on these educational issues.

Table 3.10. Opinion on Select Issues in Public Education

Issue	Score*
Bilingual education	3.21
Year-round schools	2.94
Busing children outside neighborhood	2.10

* Scores are based on a 4-point rating scale where 1 equals *strongly oppose* and 4 *strongly favor*. Averages are used for rankings.

Employment

Table 3.11 summarizes the leadership's evaluation of programs tailored to increase employment opportunities for Latinos. Group A employment programs are for purposes of job training. These are targeted to persons with minimal skills and/or minimal work experience as well as to the hardcore unemployed. The programs would incorporate counseling services to minimize attrition and to ensure participation in follow-up placement opportunities.

Table 3.11. Importance of Policy Issues in Employment, by Type of Program

Type of program	Score*
Group A: Job training	
Job training for unskilled persons	4.47
Private sector job development	4.33
Job training for welfare clients	4.29
Job counseling and placement	4.22
Average score	4.33
Group B: Expanded job opportunities	
Youth employment	4.47
Work-study programs	4.24
Affirmative action programs	4.18
Public employment programs	3.93
Higher minimum wage	3.85
Wage subsidy programs	3.51
Expanded unemployment compensation	3.12
Average score	3.90
Group C: Minimum wage	
Repeal minimum wage	2.36

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important*. Averages are used for rankings according to each issue and program cluster. The higher the average, the higher the level of importance.

Group B employment programs constitute expanded job opportunities. Employment opportunities would be extended to Latinos through enforcement of affirmative action programs and through increased unemployment compensation to enable persons to maintain financial stability while seeking employment. This program cluster would also include on-the-job training that would enable Latinos to prepare for more challenging and profitable employment. Wage subsidy programs would make on-the-job training more feasible for Latinos and employers. Group B employment programs are geared for young Latinos and for those with job skills that need to be upgraded.

With respect to the minimum wage, the leadership were given the option to rate two alternatives: (1) increase the minimum wage or (2) repeal the minimum wage altogether. As shown in table 3.11, the leadership were very much in favor of increasing the minimum wage, as a means of extending job opportunities to Latinos, and against repealing it.

The Latino leadership also mentioned the following employment programs:

- Business and school partnerships
- Advancement opportunities such as implementing equal employment opportunity guidelines
- Day care at the work site.

Housing

Latino leaders listed housing as the third highest priority for Latinos. According to the OCLAS community profile, Latino households are larger than those of the general Orange County population, and Latinos generally reside in older, more deteriorated neighborhoods. Table 3.12 displays how the leadership evaluated the relevance of ten housing programs to the needs of the Latino community. The Latino leadership expressed primary concern about the construction of affordable housing, the availability of low-interest mortgage loans, and the creation of incentive programs for local builders in economically depressed areas. They also endorsed exercising the federal mandate to ensure equal housing opportunity as a means of stimulating urban renewal projects.

Latino leaders also mentioned the following:

- Further creative financing
- Shared housing.

Economic Development

Economic development ranked fourth in priority in the survey. Table 3.13 lists, by order of importance, the economic development programs that were evaluated by the Latino leadership.

The leadership identified technical assistance to minority-owned businesses as the most important need in the area of economic development. Further, they felt that programs aimed at positively affecting Orange County small businesses, minority business set-aside contracts, and community development corporations would benefit Latino enterprises. Tax incentive programs and enterprise zones were also viewed as means of stimulating business ventures among Orange County Latinos.

Table 3.12. Importance of Policy Issues in Housing

Policy issue	Score*
Development of affordable homes	4.63
Equal housing opportunity	4.49
Low-interest home mortgage programs	4.32
Incentives to builders in poor areas	4.32
Housing for the homeless	4.24
Low-interest home improvement loans	4.23
Housing for seniors	4.15
Urban renewal projects	4.01
Ownership and rental supplements	3.86
Subsidized public housing	3.83

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important*. Averages are used for rankings. The higher the average, the higher the level of importance.

Table 3.13. Importance of Policy Issues in Economic Development

Policy issue	Score*
Technical assistance to minority-owned businesses	4.24
Small business funding assistance	4.11
Minority business set-aside contracts	4.08
Community development corporations	3.84
Tax incentive programs	3.77
Enterprise zones	3.57
Average score	3.94

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important*. Averages are used for rankings. The higher the average, the higher the level of importance.

The leadership also mentioned other economic development needs:

- Business management education
- Investment education
- Business mentor programs
- Insurance, accounting, and marketing assistance programs
- Latino-owned, fast food business franchises.

Immigration

Immigration and related labor problems were fifth in priority for the Latino leadership. The analyses, contained in table 3.14, show that the leadership gave priority to providing educational services to persons seeking amnesty and naturalization and to developing support services for recent immigrants in transition. The leadership also endorsed the development of legal and advocacy service programs that address amnesty and naturalization issues.

Table 3.14. Importance of Policy Issues in Amnesty and Naturalization

Policy issue	Score*
Programs to teach English and U.S. history and government	4.15
Programs for immigrants in transition	4.14
Legal aid for amnesty and naturalization	4.06
Amnesty and immigration advocacy	4.01
Average score	4.09

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important*. Averages are used for rankings. The higher the average, the higher the level of importance.

Other immigration-related needs mentioned were as follows:

- Americana and acculturation classes
- Measures to promote family unity
- Television and radio community service publications and broadcasts on current immigration legislation
- Promotion of (role modeling of) successful immigrants.

The leadership were asked to indicate their position on four immigration and citizenship issues. Their responses are shown in table 3.15. The general consensus was that the amnesty program should ensure that families remain united. They were less supportive of legislation that would sanction employers for hiring undocumented persons.

Table 3.15. Position on Immigration and Citizenship Issues

Issue	Score*
Legislation to unify family if one person is eligible	3.68
Current legislation granting amnesty	3.56
Extension of filing period for amnesty	3.42
Employer sanctions: hiring undocumented	2.18

* Scores are based on a 4-point rating scale where 1 represents *strongly oppose* and 4 *strongly favor*. Averages are used for rankings. The higher the average, the more in favor of the issue.

Health

Health care ranked sixth in importance among the Orange County Latino leadership. As was reported in the OCLAS household survey, health problems increase among Latinos as years of schooling decrease. Lower educational attainment also translates into lower economic status, thus contributing to deteriorating physical and mental health.

The Latino leadership clustered health issues under three program categories: primary care, treatment, and prevention (see table 3.16). In Group A, the leadership supported health care programs that run the gamut from pre- and post-natal care to long-term care for seniors. The availability of health insurance assumes a relatively high ranking in view of the financial barriers that exist to health service utilization among Latinos.

Table 3.16. Importance of Policy Issues in Health, by Type of Program

Type of program	Score*
Group A: Primary care	
Prenatal care	4.67
Pediatric care for infants and children	4.59
Health promotion and disease prevention	4.49
Health insurance coverage	4.45
Treatment for drug and alcohol abuse	4.38
Family planning services	4.30
Adolescent health services	4.29
Long-term care for seniors	4.26
Average score	4.43
Group B: Treatment	
Emergency care	4.47
Outpatient care	4.41
Chronically ill	4.20
Inpatient care	4.10
Average score	4.30
Group C: Prevention	
AIDS education	4.52
Health screening and early detection	4.40
Health education	4.33
Inoculation	4.28
Mental health services	4.12
Diagnostic services	3.90
Average score	4.26

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important*. Averages are used for rankings according to each issue and program cluster. The higher the average, the higher the level of importance.

Group B health programs focus on various forms of inpatient and outpatient treatment. The leadership considered the availability of emergency care and outpatient care for Latinos as particularly critical.

Group C includes prevention programs that address health and mental health concerns. Because of the spread of AIDS, the leadership ranked AIDS education as the highest priority in this category. General health promotion programs that focus on screening, early detection, and education were also thought to be very important.

Other programs were not listed in the questionnaire, but were mentioned in the responses:

- Alcohol and drug abuse education
- Subsidized health care and prescriptions for the poor
- Holistic health programs
- Spanish-speaking doctors
- Lobbying for a national health plan.

Day Care

Day care ranked seventh in importance. The day care programs as evaluated by the Latino leadership would target three groups: working single parents, the mentally and physically disabled, and families with dual wage earners (see table 3.17). The leadership were most concerned with obtaining day care for the children of working single parents, particularly single mothers. Of lesser but still substantial importance was the availability of day care for teen mothers and families at high risk of child abuse.

Table 3.17. Importance of Policy Issues in Day Care, by Target Group

Issue and group	Score*
Group A: Working single parents	
Employed single mothers	4.52
Mothers on welfare who want to work	4.52
Unwed adolescent mothers	4.38
Employed single fathers	4.22
Average score	4.41
Group B: The handicapped	
Families at high risk for child abuse	4.36
Seniors requiring supervision or care	4.07
Handicapped or disabled	3.92
Average score	4.12
Group C: Dual wage families	
Dual wage earner families	4.01

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important*. Averages are used for rankings according to each issue and target group cluster. The higher the average, the higher the level of importance.

Other programs were not listed in the questionnaire, but were mentioned by the Latino leadership:

- After-school care (K-12)
- Day care at worksite
- Nonprofit day care centers developed by Latinos.

Legal Services

Legal services were eighth in importance. As seen in table 3.18, they cluster under two categories: (1) programs to assist immigrants through the amnesty and naturalization process and (2) services related to civil litigation. In terms of civil litigation, the main concern was with employment discrimination.

Table 3.18. Importance of Policy Issues in Legal Services, by Type of Program

Type of program	Score*
Group A: Immigration legal assistance	
Amnesty assistance	4.15
Deportation hearings	3.93
Average score	4.04
Group B: Civil litigation	
Employment discrimination	4.37
Tenant and landlord disputes	3.95
Support for community legal aid	3.94
Class action suits and impact litigation	3.90
Social security, disability, unemployment disputes	3.79
Affordable services for mid-income wage earners	3.64
Adjudication and negotiation services	3.61
Small claims	3.44
Average score	3.83

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important*. Averages are used for rankings according to each issue and program cluster. The higher the average, the higher the level of importance.

Latino leaders also suggested the following:

- Bilingual legal services
- Legal assistance for criminal and personal injury cases
- Legal assistance in contract law.

Latino Art, Culture, and History

Latino leaders considered all arts and cultural programs as a common enterprise and placed priority on funding aspiring Latino art students and supporting programs to train Latinos in the arts, as shown in table 3.19.

Table 3.19. Importance of Policy Issues in Latino Arts and Culture

Issue	Score*
College scholarships for Latino art students	4.19
Funding for Latino internships and training	4.07
Funding for young Latino artists	3.88
Support for a Latino museum of art and history	3.84
Grants to Latino artists	3.78
Commissions for murals by Latinos	3.74
Subsidized admissions to cultural events	3.55

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important*. Averages are used for rankings. The higher the average, the higher the level of importance.

Other arts and cultural program recommendations were mentioned:

- Expose Latinos to the arts at schools and through the media
- Sponsor exhibits of young Latino artists at primary and secondary schools
- Include Latino decision-makers in commissions and organizations dedicated to promoting art and culture
- Use Latino artists as art teachers.

Food and Nutrition

The Latino leadership divided the area of food and nutrition into two categories: programs directed to the needy and nutrition education programs (see table 3.20). Latino leaders were

Table 3.20. Importance of Policy Issues in Food and Nutrition, by Type of Program

Type of program	Score*
Group A: The needy	
Low-income families	4.44
Pregnant women	4.43
The homeless	4.37
Seniors	4.31
Individuals with health problems	4.23
Welfare recipients	3.82
Average score	4.27
Group B: Nutrition education	
Mothers of infants and small children	4.36
Elementary school lunch programs	4.23
Nutrition education	4.02
Average score	4.20

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important*. Averages are used for rankings according to each issue and program cluster. The higher the average, the higher the level of importance.

concerned with targeting services primarily to low-income families, pregnant women, the homeless, and seniors. They felt that nutrition education needs to focus on mothers of young children and elementary-level students (through school lunch programs).

The leadership mentioned other programs:

- Training for Spanish-speaking nutritionists
- Food and nutrition programs for the unemployed.

Income Maintenance

Income maintenance programs are aimed at the poor and persons who are at risk of institutionalization. The elderly and the physically disabled were seen as the most at risk of financial difficulty. Among the poor, the leadership ranked single mothers and low-income families as the most needy (see table 3.21).

They also mentioned two additional programs:

- Jobs, income maintenance, and welfare for the mentally disabled
- Job placement agencies for the unemployed.

Table 3.21. Importance of Policy Issues in Income Maintenance and Welfare, by Target Group

Target group	Score*
Group A: Those at-risk	
Handicapped and disabled	4.15
Seniors	4.11
Average score	4.13
Group B: The poor	
Single mothers	4.16
Low-income families	4.08
Unemployed workers	3.84
The homeless	3.84
Immigrants	3.65
Average score	3.91

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important*. Averages are used for rankings according to each issue and target group cluster. The higher the average, the higher the level of importance.

Transportation

Latino leaders felt that priority should be given to expanding public transportation services in Latino communities and to providing specialized, cost-sharing programs for the elderly and the poor. Increasing bus security was also of concern (see table 3.22).

Other transportation-related initiatives were also recommended:

- Encourage car pooling
- Develop mass transit from suburbs to central cities
- Improve busing services for the handicapped
- Change red zoning of neighborhoods for insurance purposes.

Table 3.22. Importance of Policy Issues in Transportation, by Type of Program

Type of program	Score*
Group A: Expanded transportation service	
Increased bus service in Latino communities	4.08
Express commuter bus service	3.73
Increased bus security	3.35
Average score	3.72
Group B: Transportation for the needy	
Specialized services (for seniors)	3.87
Subsidized bus fares for the needy	3.83
Average score	3.35

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important*. Averages are used for rankings according to each issue and program cluster. The higher the average, the higher the level of importance.

Political Representation of Latinos

The leadership were asked to assess strategies for increasing the political representation of Latinos. Political strategies fell under three major activities: mainstream political involvement, advocacy on behalf of immigrants, and coalition-building. Mainstream politics was seen as the principal means for obtaining representation. Coalition-building across Latino and other minority groups was considered important as well (see table 3.23).

The leadership also mentioned the following:

- Leadership development programs targeting Latino youth
- Political awareness programs
- Voter education.

Government Responsiveness

The Latino leaders were asked to rate the responsiveness of various public and municipal agencies to the Latino community. They gave the highest rating to their local community college board, followed by their local school board. The Latino leadership felt that the state legislature is more responsive to the community than are their local city council or the Orange County Board of Supervisors. They rated the U.S. Congress as the least responsive government entity.

Table 3.23. Strategies for Increasing Latino Political Representation in Orange County, by Type of Activity

Type of activity	Score*
Group A: Mainstream politics	
Voter registration	4.78
Election of Latinos to public offices	4.64
Involvement with major political parties	4.16
Average score	4.53
Group B: Immigration advocacy	
Amnesty and citizenship	4.28
Group C: Coalition-building	
Coalitions with other ethnic minority groups	4.12
Stronger Latino advocacy groups	4.06
Stronger Latino political groups	3.99
Average score	4.06

* Scores are based on a 5-point rating scale where 1 equals *not at all important* and 5 *extremely important*. Averages are used for rankings according to each issue and activity cluster. The higher the average, the higher the level of importance.

Table 3.24 presents the ratings of government effectiveness of the Latino leadership with those of the Latino community respondents. The Latino community respondents rated the government entities much more favorably than did their leadership. In fact, the Latino community respondents rated the U.S. Congress more than one point higher than did the Latino leadership. The Latino community's high rating of Congress may be attributable to the recent amnesty legislation. The local school board was also held in higher esteem by the Latino community than by the Latino leadership.

Table 3.24. Rating the Responsiveness of Various Levels of Government, by Latino Leaders and the Community

Level of government	Leaders*	Community**
Community college board	2.92	n.a.
Local school board	2.67	3.57
California State Legislature	2.57	3.41
Local city council	2.49	3.53
County Board of Supervisors	2.48	3.42
U.S. Congress	2.32	3.45
Average rating	2.51	3.48

* Scores are based on a 5-point scale where 1 signifies *not at all responsive* and 5 *extremely responsive*.

** Scores are based on a 4-point scale where 1 signifies *the job was done poorly* and 4 *the job was done well*. Averages are used for rankings. The higher the average, the higher the rating.

n.a. The Latino community respondents were not asked to rate their local community college board.

An evaluation of government responsiveness may also be influenced by perceptions of the adequacy of public services. Table 3.25 shows how the Latino leadership and the Latino community respondents rated a number of public services. The Latino community respondents ranked the adequacy of public services in Orange County in the same order as did the Latino leadership. However, the community respondents rated public services much higher than did the leadership; in fact, one point higher or more. On the average, the Latino leadership rated public services from adequate to good, and the Latino community respondents generally rated them as good.

Table 3.25. Rating Public Services, by Latino Leaders and the Community

Public service	Leaders	Community
Trash collection	3.20	4.14
Street cleaning	2.99	4.03
Street lighting	2.91	3.95
Street repair	2.87	3.93
Parks and recreation	3.05	3.91
Police protection	2.71	3.87
County health services	2.50	3.87
Public transportation	2.81	3.78
Welfare, public assistance	2.57	3.71
Average rating	2.85	3.91

Note: Scores are based on a 5-point scale where 1 equals *very poor* and 5 *very good.* Averages are used for rankings.

Race Relations

The Latino leadership were asked to evaluate the importance of working with politicians and community leaders from other racial and ethnic groups in Orange County. The Latino leadership found it very important to work with other groups and their leaders (see table 3.26). The leadership also indicated that they work with leaders from other groups sometimes: 20 percent work with Blacks, 60 percent work with Anglos, and 25 percent work with Asians.

Table 3.26. Importance and Frequency of Working with Leaders of Other Ethnic Groups

Item	Score
Importance	3.79*
Frequency	3.16**

* Score is based on the average on a 4-point scale where 1 signifies *not important at all* and 4 *very important.*

** Score is based on the average on a 4-point scale where 1 signifies *never* and 4 *frequently.*

The Latino leadership were asked how *fairly* they felt Asians, Blacks, and Latinos are treated by the majority of Orange County Anglos. *Fairly* was defined in terms of job opportunities, housing, education, and availability of services and resources. Asians were viewed as the most fairly treated of the three groups, and both Latinos and Blacks were viewed as treated somewhat unfairly.

Table 3.27 contains the perceptions of racial treatment held by the Latino leadership and the Latino community respondents. The community respondents were asked how they felt Asians, Blacks, and Latinos are treated by most Americans, instead of how they are treated by Anglos in Orange County. Generally, the Latino community respondents perceived that the three groups, including Latinos, are treated better than the Latino leadership did. The perceived favorability toward Asians may be due to the refugee status and related benefits many Asians receive when they arrive in the United States. Latinos do not receive the same treatment.

Table 3.27. Perception of Anglo Treatment of Specific Racial or Ethnic Groups, by Latino Leaders and the Community

Minority group	Leaders	Community
Asians	2.85	3.01
Blacks	2.24	2.64
Latinos	2.24	2.52

Note: Scores are based on a 4-point scale where 1 signifies *treated very unfairly* and 4 *treated very fairly*. Averages are used for rankings The higher the rating, the stronger the feeling of fairness.

When asked if the three groups are treated much too fairly, the Latino leadership was again more likely to say that Asians are. Thirty-three percent felt that Asians are treated much too fairly, 6 percent think Blacks are, and only 1 percent felt this way about Latinos.

The Latino leadership read statements concerning race relations and were asked to indicate to what extent they were or were not in agreement (see table 3.28). The leadership agreed that Latinos have made greater advances than Blacks in Orange County, but disagreed that Latinos have made greater advances than Blacks and Asians nationally. They also felt that some tension exists between Latinos and Blacks and between Latinos and Asians in Orange County. However, they disagreed with the statement that tension exists between Latinos and Anglos.

Latino leaders agreed with the statement that *an individual can succeed through effort, in spite of the barriers of one's background.* They disagreed with the statement that *discrimination is more a matter of money or social class than it is of a person's origin or color.* They felt that Latinos will eventually be accepted into U.S. society, regardless of their ethnic identification, and disagreed that they must give up their ethnic identity and customs.

Table 3.28. Opinions Regarding Race Relations

Issue	Score*
Latino advancement: Group comparisons	
Latinos have made greater advances than Blacks in Orange County	2.71
Latinos have made greater advances than Blacks in U.S.	2.11
Latinos have made greater advances than Asians in U.S.	1.91
Intergroup tension	
Little tension exists between Latinos & Asians in Orange County	2.48
Little tension exists between Latinos & Blacks in Orange County	2.62
Little tension exists between Latinos & Anglos in Orange County	2.22
Cultural barriers to advancement	
Despite background barriers, one can succeed	2.92
Discrimination is a matter of money and socioeconomic status	2.34
Latinos will never be accepted due to ethnicity	2.02
For acceptance, one must give up ethnic identification and customs	1.90

* Scores are based on a 4-point scale where 1 equals *strongly disagree* and 4 *strongly agree*. The midpoint, 2.5, means *neither agree nor disagree*. Averages are used for rankings.

The Latino leadership were asked how adequately the media covers issues of concern to the Orange County Latino community. In general, they felt that the Spanish-language media is much more attentive to Latino issues than is the English-language media, rating the former one point higher or more.

Table 3.29. Media Treatment of Latino Issues in Orange County

Media	Score*
Spanish language press	3.11
Spanish language radio	3.03
Spanish language television	3.01
English language press	2.17
English language television	1.95
English language radio	1.83

* Scores are based on a 4-point scale where 1 signifies *not at all adequate* and 4 *very adequate*. Averages are used for rankings. The higher the average, the better the treatment of Latino issues by the media.

IMPLICATIONS FOR ORANGE COUNTY

This chapter reported the results of a leadership survey conducted as part of the Orange County Latino Assessment Study. The 87 Latino leaders who participated were asked to identify what they considered to be the three most important issues facing Latinos in Orange County and to rank a list of 12 policy areas (including education, employment, transportation, and housing) by level of importance. Subsequently, they were asked to rank a list of issues or program options within each policy area according to level of importance.

In ranking the 12 predefined policy areas the leadership identified education, employment, and housing as the three most salient issues for Orange County, in that order. Economic development, which would stimulate job development and the housing industry, ranked fourth, followed by amnesty and naturalization and then by health.

Education Policy

The Orange County Latino leadership felt that educational programs targeted towards Latino students at various levels were the most important means of improving their educational status. In addition to the regular school programs, the leadership wanted to see an increase in early college outreach, early childhood education, bilingual education, the construction of new schools in crowded areas, busing and magnet school programs, incentives to attract better teachers to Latino communities, and bilingual teacher training programs.

The leaders wanted educational intervention programs to start in early childhood so that Latino children would develop skills to help them succeed educationally from the outset. Many minority children are not prepared to enter schools whose environment and language are foreign to them.

They were concerned about the preparation of Latinos in secondary schools and wanted more Latinos to participate in curricula that would enable them to obtain the prerequisite skills for advanced learning and increased job opportunities. The leadership recognized that even if students receive a good start in school, they must begin to prepare for an academic (rather than a vocational) curricula by junior high in order to enter a college preparatory program in high school. To address student attrition, the leadership strongly favored academic assistance programs, mentoring programs, and parental involvement in education.

The Latino leadership were optimistic that educational programs needed by Latinos would be funded as financial resources become more available. The leadership had a very positive perception of the educational community and rated their local board of education as one of the most responsive of all public governing bodies.

Employment Policy

The second most important issue for the leadership was the lack of employment opportunities. They believed that the Latino community deserves expanded job opportunities and that these could be enhanced by job training programs, better educational opportunities, and enforcement of affirmative action programs. They endorsed wage subsidy programs to make on-the-job training more feasible for Latinos. Also, they felt that increased unemployment compensation would enable Latinos to maintain financial stability while acquiring additional job skills and/or searching for new employment. They supported counseling to minimize attrition in training programs and services to increase job placement. Day care for Latino children at the work site was viewed as a means of facilitating the employment of Latinos.

The Latino leadership also recommended partnerships between businesses and schools to increase the Latino student's awareness of the world of work. They viewed work-study programs as an opportunity for Latino youth to obtain job skills prior to graduation and as an additional source of income for needy Latino families. Many Latinos drop out of school because the family needs additional income.

Housing Policy

The Latino leadership listed housing as the third highest priority for Latinos. Latinos in Orange County have more persons per household than the general population and generally reside in older, more deteriorated neighborhoods. The leadership called for more affordable housing, more incentives to build in economically depressed areas of the county, and more low-interest mortgage loans. They also endorsed equal housing opportunity legislation as a means of stimulating urban renewal projects. The suggestion was made to allocate housing developments for Latinos throughout the county to avoid creating Latino barrios. In addition, increased bus service in Latino communities was recommended so that jobs outside Latino neighborhoods would become more accessible.

Economic Development Policy

The issue ranking fourth in importance was economic development. The leadership favored economic development programs that could help resolve the financial dilemma of Latinos and, at the same time, help the Orange County community as a whole. Although they viewed direct technical and financial assistance to minority-owned businesses as important, they also felt that programs aimed at improving the business environment in general were important. Specifically, they supported tax incentive programs and enterprise zones that would stimulate business ventures among Orange County Latinos.

A major barrier to Latino economic advancement is lack of adequate day care programs for children and the disabled. As mentioned earlier, the leadership would like to see more child care at the work site as well as after-school care (K-12).

Immigration Policy

Amnesty and immigration issues ranked fifth among the Latino leadership. With poverty and unemployment being particularly prevalent among recent immigrants, they felt a need for programs to provide financial assistance to immigrants and to ease the transition of recent arrivals.

Health Policy

Health care ranked sixth in importance. Low-income Latinos live in a complex state of poverty, which is related to a lack of educational attainment, lack of competency in the English language, and, among many, a precarious legal status. All these factors exacerbate and contribute to deteriorating physical and mental health among poor Latinos. In evaluating health care issues, the Latino leadership identified three broad areas of concern: primary care, treatment, and prevention. Primary care is provided on a continuum that begins with prenatal care and continues through old age, when long-term care often becomes necessary. The leaders' concerns for primary care include adequate medical insurance, substance abuse treatment, and family planning.

Health education was viewed as an important preventive measure, perhaps because education in itself serves as a physiological or psychological prophylactic. Diagnosis was a secondary area of concern, whereas AIDS education and screening were a major concern. Also, the Latino leadership felt that food and nutrition programs are needed for good health.

The Latino leadership rated Orange County public health services as poor. Thus, major attitudinal changes toward Latinos on the part of government administrators are needed to improve delivery of services. Latino leaders did not perceive local government as responsive to Latino needs and interests. They felt that state government is more responsive to the community than are the local city councils or the Orange County Board of Supervisors.

Political Participation Issues

The resolution of many problems facing Latinos in Orange County requires greater responsiveness on the part of public entities and further consideration by private, philanthropic enterprises. It also necessitates more political involvement among Latinos. The Latino leadership saw mainstream political involvement as the most important vehicle for obtaining significant representation in Orange County. To this end, they suggested that Latinos become more involved with mainstream political organizations, voter registration drives, and campaigns to elect Latinos to public office. Just as important, they felt a need for leadership development, beginning with Latino youth, to help change the disadvantaged socio-politico-economic position of many Latinos in Orange County.

Race Relations Issues

The Latino leadership were open and willing to work with leaders from other racial and ethnic groups. There is precedence in interracial and interethnic cooperation between Latinos and Whites, Blacks, and Asians. The Latino leadership felt that, in some respects, Latinos are discriminated against because they do not receive the same opportunities provided to other groups, especially Asians, and that Latinos, especially the undocumented, give much more to Orange County than they receive. Their perspective was generally positive, however, and they felt that Latinos could integrate harmoniously into the community as a whole without giving up their ethnic identity and customs. They also urged the English language media to be more responsive to their needs and interests and to portray them in a positive light.

Budget Priorities

The Latino leaders were asked how they would allocate $20 million among 12 issue areas if that money were available for the Orange County Latino population. The 12 areas were amnesty and naturalization; day care; economic development; education; employment; food and nutrition; health; housing; income maintenance and welfare; Latino art, culture, and history; legal services; and transportation. They were told that these funds would be provided in addition to monies currently being expended. They were requested to indicate the proportion that they would allocate to each policy area for two five-year periods.

In the first period, the leadership appropriated at least 20 percent of the funding to education, 14 percent to transportation, 12 percent to employment, and 11 percent to housing programs. Looking at overall funding for the ten-year period, they gave employment and housing slightly more than transportation and spent $7,480,000 of the $20 million (or 37 percent) on programs to ameliorate the educational, employment, and housing situation of Latinos.

The Latino leadership indicated that these monies should be contributed by federal, state, and local government, as well as by charitable organizations, the corporate sector, and user fees. More specifically, they felt that the federal and state government should each contribute about one-fifth of the $20 million and that local government and the corporate sector should each provide about one-sixth of the funding. They suggested that charitable organizations grant 13 percent of the resources and that 14 percent be obtained directly from the user. User fee resources would most likely be obtained from the use of transportation, legal services, day care, and housing, which would also be supplemented by a combination of funding sources.

In general, Latino leaders favored decentralizing the decision-making that sets policies affecting Latinos. They felt that Latino art and cultural programming, economic development, legal services, and transportation should be under local domain. They wanted decision-making concerning day care, education, food and nutrition, and health issues to be under both state and local domain. They also believed that educational programs should be centralized or decentralized, depending on their nature. Issues involving employment, housing, income maintenance and welfare, and amnesty and immigration were regarded as national problems that need to be addressed at the federal level.

The Latino leadership demonstrated a high level of concern and knowledge regarding the types of policy directives and related programming that the Latino community in Orange County needs. The culminating activity of the Orange County Latino Assessment Study was the focus group activity, which gave the Latino leadership an opportunity to articulate specific action strategies for addressing policy priorities, thus bringing the project full circle. Those focus groups are the subject of the final chapter.

CHAPTER 4.
AN ORANGE COUNTY LATINO FOCUS GROUP ACTIVITY
by Cecilia Sandoval

This chapter summarizes the thinking of leaders in the Latino community who participated in the focus groups that were convened as part of the Orange County Latino Assessment Study (OCLAS). The purpose of the focus groups was to identify funding priorities and strategies for addressing the concerns and needs of Latinos in Orange County.

The focus groups, using data from the community and leadership surveys, formulated short- and long-term approaches to treating the most important issues affecting the Latino community. The focus group process was the only OCLAS activity that allowed a broad examination of issues and challenged participants to articulate specific action strategies to address problem areas. This process brought the OCLAS project full circle. The intention of this chapter is to present the challenges that the Latino population of Orange County faces and to suggest opportunities for responding to those challenges.

METHODOLOGY

The project timeline and budget considerations limited this activity to three focus groups, which were convened in January 1989. A total of 29 individuals participated, and each group met for three hours. The participants were leaders in the Latino community who had responded to the leadership survey. Although the composition of each group was influenced by the availability of individuals, every effort was made to bring together a cross section of experience and interests in each group. Participants included community advocates, educators, entrepreneurs, elected and appointed officials, law enforcement and government employees, labor union representatives, and human services delivery executives. Every attempt was made in this report to portray the substance and sense of their input during the process.

The focus groups were conducted in two phases:

I. Issue Prioritization and Definition

II. Identification of Funding Recommendations and Strategies.

In Phase I, one group set the parameters for the discussions that took place in the two focus groups in Phase II. In order to define and set priorities, the participants were given an alphabetical listing of issues and concerns that emanated from the community and leadership surveys. The list was a merged summary of results and gave no weight or priority to the issues identified. The participants were then asked as a group to do the following:

1. Decide what issues and concerns should be considered funding priorities from the broad perspective of Latinos and their families in Orange County.
2. Define, refine, collapse, and merge the like or interconnected concepts.
3. Reach consensus on the order in which issues and concerns of importance to the advancement of the Latino community in Orange County should be addressed.

Upon completing these activities, the group compared their final list with the lists of priorities identified by the community and leadership surveys.

In Phase II -- Identification of Funding Recommendations and Strategies -- the participants were asked to focus on the top four priorities identified in Phase I. Each focus group was asked to identify short-term programmatic solutions (within five to ten years) and define possible long-term strategies (within ten to twenty years) for funding priorities. As a basis for their discussions, the groups in Phase II were given the issue definitions developed in Phase I. For each issue under consideration, the participants were asked the following:

1. What will be in place by the year 2000 to facilitate Latino advancement? What obstacles will hinder Latino advancement?
2. How well are current programs, activities, or initiatives furthering Latino advancement? What new programs or initiatives should be developed in the short run to enable progress in the long run?

Participants were also asked which funding recommendations and strategies were the most desirable and which were the most easily achieved.

FINDINGS

The following summarizes the discussions that took place in the three focus groups. In the process, viewpoints often converged, and consensus was frequently achieved. These findings do not necessarily represent the thinking of the majority of Latinos in Orange County. They do, however, reflect the perspectives of 29 intelligent, articulate, and influential leaders who are interested in formulating possible responses to the challenges facing Latinos in Orange County.

Phase I -- Issue Prioritization and Definition

The participants in the first focus group identified the following issues and concerns, in order of importance, as funding priorities for Latinos in Orange County:

1. Education
2. Economic development
3. Health care
4. Political participation
5. Employment
6. Dropout rate
7. Drug abuse
8. Housing
9. Immigration
10. Neighborhood condition

Despite their diverse backgrounds, participants strongly agreed that attention to education and economic development issues are key to the advancement of the Latino community. In fact, education and economic progress were closely linked in the minds of the participants in all three groups. Attention to these areas looms in importance as Latino representation in the school population and the labor force continues to grow. The Phase I participants also unanimously agreed that education affects every other issue area and that corrective action in education could, in the long run, greatly improve the quality of life for Latinos in Orange County.

Listed below are the top ten priorities (from the most to the least important) that emerged in each of the three OCLAS activities: the focus groups, the leadership survey, and the community household survey. (The leadership and community priorities were derived by asking the respondents to list and prioritize the three most important problems facing Latinos and their families in Orange County.)

Rank	Focus groups	Leadership survey	Community survey
1.	Education	Education	Lack of jobs
2.	Economic development	Employment	Financial problems
3.	Health care	Housing	Discrimination
4.	Political participation	Dropout rate	Language problems
5.	Employment	Immigration	Drugs
6.	Dropout rate	Health care	Education
7.	Drug abuse	Economic development	Housing
8.	Housing	Bilingual education	Crime
9.	Immigration	Substance abuse	Neighborhood condition
10.	Neighborhood condition	Discrimination, racism	Physical health problems

Participants in Phase I were somewhat surprised to learn that political participation, which they ranked fourth, ranked eleventh in the leadership survey. Unlike the community respondents, participants in the focus groups and leadership survey gave discrimination and language problems much lower rankings. Discrimination, the third highest priority in the community survey, was ranked tenth in the leadership survey and eleventh in the focus group process. In discussing the differences in ranking, the Phase I participants reasoned that discrimination and racism are the root causes of many problems, thus crosscutting all other issue areas, and should consequently be addressed as policy development questions under each area. This may also explain how the leadership respondents ranked discrimination. Language was not ranked by the leadership, unlike the community who ranked it fourth, since the leaders considered it a subissue under the areas of both education and employment. After reviewing the leadership and community priorities, the Phase I participants made only one change: they ranked health care (which originally occupied fourth place) before political participation.

Several concerns emerged as common themes throughout the focus group activity. One was concern for the empowerment of the Latino community. All of the participants viewed the top four funding priorities -- education, economic development, health care, and political representation -- as a means to Latino empowerment. Because advancement of the Latino community hinges on positive interaction in these four areas, they should, therefore, be viewed as primary funding priorities.

Another related theme common to the focus groups was the call to deal with the causes, rather than the symptoms, of community problems. The participants agreed that if attention were focused on improving the educational, economic, health, and political status of Latinos, the remaining secondary priorities would be addressed. For example, to address the problem of drug abuse effectively, it is necessary to consider the broader concern regarding health care. Likewise, the Latino community's concern about lack of jobs needs to be addressed in the broader context of economic development. Some participants went so far as to say that progress in the political arena would be meaningless without economic advancement. Of paramount importance to all the participants was the need for Latinos to understand the economic, social, and political realities of their community and to develop strategies and partnerships for increasing their participation in the mainstream of society.

Phase II -- Identification of Funding Recommendations and Strategies

Participants in Phase II discussed, in order of importance, the four primary funding priorities that were identified in Phase I:

1. Education
2. Economic development
3. Health care
4. Political participation.

These priorities were selected in accordance with the emphasis placed on sustained funding in areas that address the root causes of problems in the Latino community. Attention to education and economic development issues was seen as particularly important if the secondary priorities were to be effectively addressed.

In general, Phase II participants conceded that the Latino community in Orange County did progress over the past decade, but were concerned about the growing number of Latinos -- particularly recently arrived families -- who are not benefiting from the county's overall rise in income. The participants were of the opinion that the future prosperity of Orange County will hinge directly on the advancement of its Latino families. The following summarizes the discussions of the four primary funding priorities that took place in the Phase II focus groups.

1. Education

Latinos in general are severely undereducated. As the number of Latinos in Orange County grows, the negative consequences of the education gap between Latinos and other groups will increasingly affect both the private and public sectors. The participants agreed that the public school system has failed to educate Latinos, who depend on education for the tools they need to advance. Unless the critical areas of educational reform are addressed now, the result for the Latino community will be unrealized potential, limited career options, and increased illiteracy and poverty .

There is general consensus regarding an urgent need for systemic public school reform, as well as community-based programs, which can supplement school curricula and assist both parents and teachers. Education issues surfaced in the discussions of all four primary funding priorities, which accounts for the length of this particular section. Recommendations include the following.

Promote leadership development designed to enhance the accountability of the school system.

Participants were very vocal in their opinion that Latino interests and concerns are not being heard by the local school boards, advisory commissions, and other policymaking bodies of Orange County; that school boards do not represent the actual makeup of the community; and that the only way to change policies affecting the Latino community is to elect and appoint Latino policymakers who are sensitive to the needs of Latino children. Cultural ignorance can generate behaviors and programs that alienate Latino students and their parents from the school system. Hiring Latinos for teaching and administrative positions is one step toward raising the level of cultural sensitivity in the public schools. Another would be creating an organization dedicated to developing leadership in addressing the educational concerns of the Latino community in Orange County.

Increase efforts to improve the quality and skills of teachers who work with Latino students.

One key educational issue is the child's experience in the school setting. Participants spoke of the strong impact that school experiences had on their personal self-concept and of their belief that children are hurt when school personnel have negative attitudes toward Latino children. They suggested that teaching in a culturally sensitive manner would enhance the self-esteem of Latino children and submitted that regular curricula or community-sponsored educational programs should teach the importance of Latino history and culture.

The number of Latino and limited-English proficient children will continue to grow, and a greater number of teachers without appropriate preparation will be called upon to teach those children. The participants acknowledged that community organizations could help teachers understand the culture of the community, but felt that training programs in universities and in-service training in local school districts are also needed. Participants also emphasized the importance of scholarships to increase the number of Latino college students pursuing careers in education.

Increase outreach efforts to motivate parents' involvement in their children's education.

Participants suggested that future employers, community groups, and parents in particular should not be seen as obstacles to education, but as valid educators who should be included in the educational process. Assuming that a parent's inability to read English means illiteracy, scheduling meetings during working hours, and assuming that the inability to come to school means lack of interest are common misperceptions among school personnel and deter successful outreach to Latino parents. Given the low educational attainment of most Latino adults, many parents are not able to offer practical help or advise their children about higher education or career preparation. Community and school programs that educate parents in these areas have been successful, though parent advisory boards sometimes fail because they are hastily put together and parents are not prepared to use them. The leaders perceived a need for programs, in the schools and in the community, to explain to parents how the educational system works and to emphasize the importance of education.

Increase adult education programs that address the problem of adult illiteracy.

Many parents, particularly from first-generation immigrant families, need access to affordable literacy programs in both English and Spanish. Participants felt that improving the literacy of parents would directly affect their involvement in the education of their children. An important group to target for special literacy efforts is young mothers who have left school, often without completing their education. Mothers in these circumstances markedly influence the socialization of their children.

Institute dropout prevention programs at the lower grade levels.

Participants agreed that the most pressing problem affecting Hispanic youth today is the lack of educational attainment and the high secondary school dropout rate. This reality translates into a high illiteracy rate among Hispanic adults and reduced earnings potential. Staying in school might be encouraged through bilingual and bicultural programs that transmit information on higher education to elementary school students. Academic tutorial programs can deter the high dropout rate and insure more complete academic preparation. Participants also emphasized the importance of making job orientation services and occupational and vocational training available to students. The involvement of private business and Latino community organizations, which are seeking alternative methods of teaching basic and technical skills, should be supported.

Develop and strengthen the counseling skills of personnel who advise Latino students and parents about curricular choices.

Participants agreed that either community- or school-based programs must be instituted in the lower grade levels to raise students' expectations and improve their skills. The discussions were emotionally charged, and culturally informed counseling was supported as necessary and long overdue. Participants suggested that schools offer test-taking courses and education and counseling programs to *both* parents and students and that counseling, whether provided by the schools or community-based organizations, encourage Latino students to pursue challenging careers and higher academic achievement.

Increase the availability of adequate bilingual education for language minority students.

The participants agreed that knowledge of English is essential to succeed in our society and that bilingual education should not be viewed as a deterrent to the use of English. Children first learn the language spoken at home and in the neighborhood, and schools often are the only institution reinforcing the use of English. Emphasizing that the ability to speak Spanish should not be seen as un-American or as evidence of illiteracy, participants supported bilingual education as a means of moving Latino youth into a pattern of educational success and of addressing the dropout problem. Further, the general consensus was that the multilingual reality of our society must be dealt with legislatively and that the shift should be away from the English-only movement.

Increase early intervention programs designed to improve student achievement.

Participants maintained that elementary and secondary schools must provide educational opportunities that motivate and prepare Latino youth to enter higher paying and more mobility-oriented occupations. They suggested adopting specialized efforts, such as intensive counseling and educational and occupational recruitment, to prevent early school failure. Community programs that supplement school programs would increase a child's ability to succeed in the elementary grades and thus improve the secondary school dropout rate. Providing children with positive reinforcement by having exemplary Latino role models participate in tutoring and after-school programs was frequently mentioned as a mechanism for encouraging academic excellence.

2. Economic Development

According to focus group participants, the Southern California region is a model of the national transformation to an entrepreneurial service-based economy. The economic base rests on small-scale employers whose businesses are dispersed and diverse. All activities aimed at economic development for Latinos generally target small, undercapitalized businesses, jobs in larger mainstream institutions, and community development corporations. Some saw community development corporations as the most positive way to build Latino economic enterprises and to link the Latino community with the mainstream business world. Participants reported that these community development corporations have a proven track record of providing Latinos with opportunities to learn entrepreneurial, managerial, and leadership skills and practices.

The discussions of economic development revolved around the economic empowerment of the Latino community in Orange County. It is interesting to note that, despite the existence of an emerging Latino middle class in the county, participants rarely referred to the better educated, higher salaried professional and entrepreneurial Latinos. Discussion focused on the less affluent, newly arrived Latino families.

Latinos represent a growing proportion of the labor force and are a youthful population in an aging society. However, as the economy offers more employment opportunities for professionals and high-tech white-collar workers, the gap between mastered skills and job requirements continues to widen for Latinos. Lower levels of education and lack of work skills relegate many Latinos to low paying, dead-end jobs.

The lack of discretionary income dims Latinos' chances of accumulating sufficient capital to begin new businesses or gain experience in business investments. Participants recommended investing in the following areas to develop a human infrastructure capable of addressing the future needs of Latinos in Orange County.

Increase skill development and job training programs to prepare Latinos for the changing job market.

As the composition of the labor force changes in Orange County, employers are being challenged to help a growing number of unskilled, uneducated workers upgrade their qualifications. Participants supported the development of work experience programs, combined with remedial education and job placement, that include youth not in school, blue-collar workers being pushed out of the labor market, and Hispanic women entering the work force. They emphasized that the vicious cycle of moving from unemployed youth to unemployed adult is costly for the entire community. Latinos have, in the past, turned to federal employment and training programs (such as CETA) to compensate their lack of education. With the disappearance of that resource, schools and the private and nonprofit sectors are being called upon to fill the void. Participants concurred that training stipends, support services, internships, and educational and skill training components -- similar to those available through the JTPA (Job Training and Partnership Act) -- should be funded. They also agreed that training opportunities must emphasize upward mobility.

Support the development of Latino-owned businesses and of businesses in Latino communities.

The dramatic growth of small businesses in Orange County and their significance to the local economy create new challenges for Latinos, both as entrepreneurs and as employees. On the negative side, the proliferation of small businesses with few employees lessens, for some, the prospects of upward mobility. A more positive view, said participants, is that Latinos can potentially bridge the cultural differences that hamper U.S. trade and investment relations with Mexico and Latin America. Latino entrepreneurs can, with proper capitalization and support, build new markets and orchestrate joint ventures between U.S. and Latin American firms. Some participants, however, felt that banks and financial institutions are still redlining Latino businesses, making it impossible for them to secure loans and lines of credit.

Support the development of technical assistance programs for existing Latino businesses.

Economic counseling and technical assistance programs, provided by experienced business volunteers, were seen by participants as a key to helping Latino businesses succeed. In order to secure the needed resources for providing financial and managerial assistance to Latino businesses, community organizations could approach large, private-sector firms with plans for developing private-investor referral services and strategies that support Latino businesses. Using community resources (such as institutions of higher education, facilities, and internships) is one positive approach to supporting minority business development. Participating in local chambers of commerce and establishing Hispanic chambers of commerce and business groups would give Latino businesses access to mainstream business activity and higher visibility. Likewise, participants felt that access to educational and employment opportunities would increase the potential pool of qualified Latino entrepreneurs.

Increase the availability of information for Latino families regarding personal and business finance.

Improving the management of finances within the family structure (through better knowledge of credit, loans, and spending habits) would make Latinos more informed consumers and more productive members of the community. In addition, such programs would increase their awareness of the economic power of the Latino community. Further, participants maintained that information programs and materials must be sensitive to the language preference and proficiency of the target audience and to the important role that family plays in the transmission of values. Dissemination of this information would be of no value, however, without improving basic reading and computation skills. Such an improvement would require (especially for new immigrant families) preparation in basic survival skills.

Support education and training efforts that address barriers to the employment and promotion of Latinos.

Although Latinos experience a significant degree of job discrimination, many participants considered Orange County a haven for successful, educated Latinos who earn larger salaries than Latinos in surrounding counties. Still, the old-boy network is one obstacle placed in the path of Latino executives in the corporate sector, and ethnicity appears to account for wage differences between Latinos and Whites at any given level. Bilingual, bicultural managers and professionals are not generally valued, and lack of corporate cultural sensitivity prevents the upward mobility and career development of many promising young Latinos. Participants feared that, as competition for scarce jobs increases, employment access will become increasingly difficult.

Promote the development of affordable housing by Latino enterprises.

Housing costs in Orange County are among the highest in the nation. Because of their generally low incomes, Latinos are more severely affected by the housing crisis than the general county population. The focus group participants recommended that partnerships, which include Latino enterprises, be developed to create affordable housing appropriate for Latino families, which tend to be large.

3. Health Care

Historically, Latinos have not received appropriate health care. Medical services, including primary health care and health maintenance programs for the entire family, are vitally needed. Participants viewed lack of access to adequate health care as the most pressing need in the Latino community and considered drug abuse, alcoholism, and other health problems as associated with complex social dynamics that diminish the quality of life for many Latinos. With the rising incidence of HIV infection among Latinos in the county, participants concurred that early education and health care efforts must be sensitive to the cultural and linguistic needs of the Latino community. The relationship between health provider and Latino patient must be relevant to the special needs of Latino clients. Government and institutional support are needed to achieve these changes. Specific recommendations included the following.

Promote the study and analysis of options to paying for the health care of Latinos who are indigent or uninsured.

Because many Latinos are underinsured or have no health insurance, participants strongly supported establishing some type of national health care system. Specifically, they wanted to see national guidelines set a minimum standard for health care and delivery systems in the private sector and the federal government encourage the private sector to be more responsive to the health care needs of their employees. Further, they felt that guidelines at the federal or state level should control the spiraling cost of medical services. At the local level participants suggested that business or employee coalitions be formed so that small businesses who cannot afford to offer health insurance and related services become eligible for group insurance at reduced rates.

Support efforts to train and prepare change agents to deal with Latino health delivery problems.

Latinos, particularly immigrants and the poor, often lack the financial resources they need to access private medical and psychological treatment facilities and cannot apply for publicly funded services. Participants proposed that a network of community organizations, physicians, and health care practitioners, funded by the community itself, be created to address the health needs of Latinos in the county. They supported integrating health, medical, and psychiatric services to reduce the cost of health care, particularly the number of hospitalizations of Latino patients, and increasing funding to train health and mental health professionals to deal with the community they serve. In addition, participants suggested that a bilingual directory or information hotline of health services, programs, and facilities available in Orange County be developed to help Latino families access programs for which they are eligible.

Develop and support innovative approaches to dealing with drug and other forms of substance abuse.

Participants confirmed that substance abuse by Latinos is interwoven with long-standing socioeconomic problems, such as lack of political empowerment, poverty, unemployment, and cultural and language shifts. They suggested that current drug awareness programs are ineffective because they do not emphasize basic self-esteem and decision-making skills. Participants therefore recommended that drug-prevention efforts begin when the child's value system is still developing. They also recommended that cross-cultural drug awareness and prevention programs be expanded and that approaches to substance abuse be developed at the community level. Concern was also expressed that many Latino health professionals are treating AIDS as an extension of the substance abuse complex when, in fact, substance abuse and AIDS are two separate and distinct problems. Latinos with AIDS or ARC, or who test HIV-positive, must cope not only with the fears and anxieties of a catastrophic illness, but with the possibility of being rejected by family and friends and of losing employment and health benefits. Participants supported education and training programs to prepare Latino health professionals and care providers to deal with the growing problem of AIDS in the Latino community.

Increase the availability of early intervention and education programs and prenatal care for Latinas.

Preventive screening programs, health education, and self-care programs -- funded by special grants or as demonstration projects -- were recommended as short-term approaches to addressing the health care needs of Latino families, especially women and children. Early intervention programs directed at young children were viewed as the most effective way to bridge health care with educational efforts. Participants pointed to the fact that early intervention programs (such as Head Start) demonstrate positive, long-term benefits for both parents and children. In addition, intervention programs and health education raise the Latino community's awareness of the problems of child abuse and family violence. Despite the limited education and income of Latinos, information about nutrition and the importance of prenatal care can do much to improve the health status of Latino families. Participants felt that increasing awareness of the importance and availability of prenatal care -- especially among teenage mothers -- should be a priority. They further supported private funding to develop multilingual health materials that can be used by schools, community organizations, and the media.

4. Political Participation

Participants identified the political empowerment of the Latino community as the central focus for concentrated activity in the next few years. Because a new generation of Latinos is reaching voting age and millions of naturalized immigrants will be eligible to vote in the next decade, a greater effort must be made to involve Latinos at all levels of government. Most of the participants felt that neither of the major political parties is interested in responding to Latino issues in a substantive way. Moreover, many Latinos feel that involvement in party politics is less important than involvement in specific issues. Thus, to form coalitions around issues and integrate into the political mainstream, Latino political activism is becoming more sophisticated and vocal. The participants saw the involvement of neighborhood organizations as critical to translating numbers into votes and to educating Latinos to deal with and affect the political system. Latino advocacy organizations are developing leaders and spearheading efforts to realign political districts. Specific recommendations included the following.

Increase voter registration and civic education efforts among Latinos.

Although Latinos represent a growing segment of the population, numbers are only now beginning to translate into a voice that can influence local, state, and national elections. Community programs need to educate Latinos about the democratic system and the power of the ballot. The participants believed that strong, organized voter and naturalization education efforts would raise political awareness and support community organizing among Latinos. Privately funded, nonpartisan voter registration and education projects have been largely responsible for increases in voting rates among Latinos in Orange County. Allocation of resources to this activity could increase the number of Latino elected officials and introduce a greater sensitivity to Latino concerns into the political arena.

Promote leadership development designed to increase the participation of Latinos in the political process.

The lack of Latino involvement in the political process can be traced to gerrymandering, lack of resources, citywide and countywide at-large races for local government positions, voter registration methods, and a wariness of dealing with government. To increase Latino participation as elected officials, the focus group participants supported reapportioning election districts more fairly in Orange County. In addition, they saw political appointments as the fastest way to provide Latinos with the training, experience, and exposure necessary to become effective in the public arena and encouraged Latinos to become active in their school districts, local commissions, and public agency advisory groups. Programs that reinforce the aspirations of young people to enter public life, through structured activities that develop leadership are highly desirable and can identify and prepare potential candidates for public office and community activism.

Promote community organizations that foster local efforts to improve neighborhood conditions.

Government unresponsiveness to Latino needs has lead communities to organize local constituencies that seek to shape responses to local problems. Grass-roots advocacy organizations, which are often young and poorly funded, are important to developing a Latino political voice and creating leaders to bridge the gap between Latino issues and mainstream concerns. Private funding can be instrumental in developing such leaders and organizations who could work to inform the many Latino residents that becoming naturalized citizens would make them eligible to vote, receive student aid, take advantage of employment opportunities, and participate in community efforts to solve local problems. Community organizing was also perceived by participants as a way of enhancing community life, building neighborhood pride, and improving the delivery of municipal services.

Provide Latino agencies with the training and technical capacity to gather and evaluate information affecting their communities.

Focus group participants felt that educational programs should be developed to train local grass-roots organizations to collect and manage information on the Latino community. These organizations need training in research and the collection, organization, management, analysis, and presentation of data. This knowledge would enable community organizations to affect the larger system and ensure that their leaders are accountable to the community.

CONCLUSION

Demographic and economic changes in Orange County are helping shape the Southern California region. Public and private leaders are increasingly interested in understanding the county's growing Latino population and its social and economic impact on the region's future. The focus group activity of the Orange County Latino Assessment Study produced a comprehensive picture of the types of programs and strategies that Latino leaders feel are necessary to make institutions responsive to Latino needs.

In all focus groups participants seemed more comfortable identifying with and recounting experiences from a particular neighborhood, parish, or school district than with referring to

Orange County as a whole. They also repeatedly drew from the experience of immigrant families to illustrate their concerns. These points of reference should be explored by funders who are developing programs for Latinos in Orange County. In sum, the focus group activity yielded a rich source of perspectives and insights that helped substantiate the findings of other components of the study.

By virtue of its growth and financial prosperity, Orange County has clearly come of age. However, it has also reached the crossroads at which critical decisions must be made. Unless significant goal-oriented interventions are undertaken in the near future, Orange County's Latinos may never achieve their share of the affluence and never realize their deepest individual and communal aspirations. So great is the need that a broad-based, multi-level effort must be launched.

Orange County cannot afford the luxury of a wait-and-see approach to resolving problems in its Latino community. Doing so in other regions of the country has resulted in too little, too late and produced situations in which catch-up is almost impossible. The challenge to Orange County is clear.

The Tomás Rivera Center is a national, nonprofit institute for policy studies, which began operating in January 1985 with the support of major grants from the Carnegie Corporation of New York, the William and Flora Hewlett Foundation, the James Irvine Foundation, and the Times Mirror Foundation. Its mission is to assist policymakers in understanding the issues affecting the quality of life of the Mexican-origin and larger Hispanic population of the United States.

The Center is dedicated to the memory of one of its founders, the late Tomás Rivera (1935-1984), distinguished educator, prizewinning writer, and, at the time of his death, chancellor of the University of California, Riverside.

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